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ECKERD COLLEGE

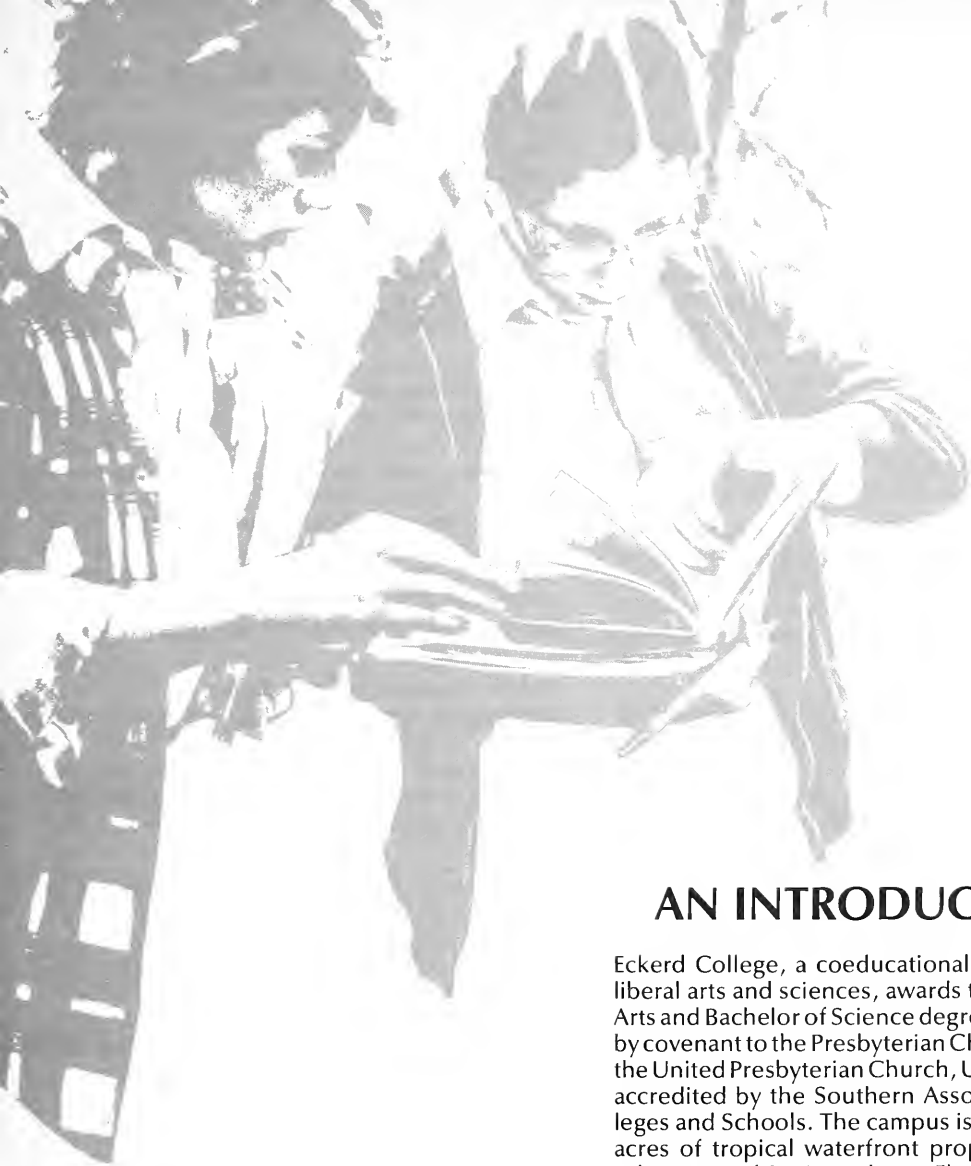
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ECKERD COLLEGE





## AN INTRODUCTION

Eckerd College, a coeducational college of the liberal arts and sciences, awards the Bachelor of Arts and Bachelor of Science degrees. It is related by covenant to the Presbyterian Church, U.S. and the United Presbyterian Church, U.S.A., and fully accredited by the Southern Association of Colleges and Schools. The campus is located on 267 acres of tropical waterfront property in a suburban area of St. Petersburg, Florida.

The school was founded in 1958 as Florida Presbyterian College, and admitted its first students in 1960. In 1972 the college's name was changed to honor Jack M. Eckerd, a prominent Florida civic leader and businessman whose gifts and commitments to the institution have helped to insure its continuing excellence. More than 2,500 graduates are seeking to lead lives of leadership and service in communities throughout the world.

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It is the policy of Eckerd College not to discriminate on the basis of sex, age, handicap, race or color, or national origin in its educational programs, activities, admissions, or employment policies as required by Title IX of the 1972 education amendment and other federal and state legislation. Inquiries regarding compliance with Title IX and other non-discriminatory codes may be directed to Dr. Richard Hallin, Dean of Admissions and Records, Eckerd College, St. Petersburg, Florida 33733, 813/867-1166, or the Director of Civil Rights, Department of HEW, Washington, D.C. Eckerd College is an equal opportunity employer.

## ECKERD COLLEGE BASIC COMMITMENTS

This catalog is designed to give a comprehensive picture of Eckerd College. We are proud of what we have achieved in a short time, and welcome the reader to join us in an exciting and continuing educational adventure. As you read this document, you should be aware of certain basic commitments which have guided the college's history and planning. These commitments and the efforts to achieve them have enabled Eckerd College to be distinctive among the 3,000 colleges and universities in the United States.

### THE COMMITMENT TO INDIVIDUAL DEVELOPMENT

The primary purpose of the educational program is to foster the personal development of each student. We seek to prepare students for the basic responsibilities of life, and especially for competent, humane leadership and service. We are vitally concerned with the development of *whole* persons, and therefore encourage the intellectual, spiritual, cultural, social, emotional and physical growth of each student. While education is a life-long process, the Eckerd experience is designed to assist students to go beyond the limitations imposed by ignorance, narrowness, conformity, self-centeredness, and irresponsibility. Our aims are to help individuals achieve excellence in thought and conduct; and to spark their imagination about future possibilities.

### THE COMMITMENT TO CHRISTIAN VALUES

Eckerd College seeks to combine the Christian faith and liberal education in the belief that a Christian college is better able to contribute to individual development than any other type of college. To give focus to its Christian commitment, the college maintains an active covenant relationship with the Presbyterian Church, U.S. and the United Presbyterian Church, U.S.A.; however, the college community is not narrowly sectarian. It includes among its faculty, students and staff individuals of many denominations, faiths and points of views.

As a church-related college community, we seek to give the Christian faith a full hearing in a setting where students are free to accept or reject, but not ignore it. Confident in the belief that all truth is of God, we seek to develop an atmosphere of free and open inquiry into all aspects of faith and knowledge. Our aim is to assist students to clarify their beliefs, assess their values, and learn to act responsibly on the basis of their convictions.

## THE COMMITMENT OF FACULTY TO STUDENTS

The relatively small size of the Eckerd student body allows numerous opportunities for close personal relationships between students and faculty. Each Eckerd student has a faculty academic adviser, known as a "Mentor," who is expected to facilitate the total growth of students and is readily available to help students deal with the many personal concerns that occur during college years.

Because the faculty is committed to the primary importance of teaching, it has developed a reputation for excellence in the teaching of undergraduates. Many Eckerd College faculty members are engaged in primary scholarship and artistic creativity and wherever possible seek to involve students in these enterprises. The intention of the faculty is to provide an educational environment characterized by high expectation, personal attention and enthusiasm for learning.


### THE COMMITMENT TO GENERAL EDUCATION

While Eckerd College is committed to helping students develop competence in a specific field of study, it is equally committed to general education.

The general education program is designed to provide a foundation for lifelong learning by helping students to develop a love for learning, acquire an informed awareness of the major elements of their cultural heritage and various perspectives on the central concerns of human existence, assume increased responsibility for their own growth, and master the skills that are necessary to understand and deal with a rapidly changing and increasingly complex world.

The new general education program for entering Freshmen, made up of composition, Modes of Learning, and the Western Heritage sequence in the first year; one course in each of four value oriented perspectives in the second and third year; and a course in the Judaeo-Christian perspective and an issue-oriented seminar in the Senior year, encourages students to develop a better understanding of themselves and their relation to the natural and social world, the world of art, and cultures different from their own. Students also experience directly the variety of ways in which knowledge is sought and creativity fostered.

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The present general education program for Sophomores, Juniors and Seniors, made up of the Values Sequence, Area Studies and Modes of Learning courses, emphasizes values and interdisciplinary study, different modes of inquiry, and cross-cultural study.

## THE COMMITMENT TO THE INTEGRATION OF LIBERAL ARTS AND CAREER PREPARATION

The commitment to individual development includes a commitment to helping students prepare themselves for a vocation. Through more than thirty formal majors and pre-professional programs, opportunities are available to develop the knowledge, skills and attitudes necessary for the world of work. In addition, through independent study and individually designed areas of concentration, students are encouraged to supplement and adapt the formal curriculum to their particular interests and aspirations.

The college recognizes that significant learning can occur in a variety of settings. Internships, jobs, and other off-campus learning experiences both in this country and abroad enable students to integrate theory and practice, and help them to clarify their values and career choices. Because they are committed to a participatory educational process, faculty engage students in the learning of science, theatre, management and other disciplines by *doing*. The aim is to assist each student to become a self-directed, competent, humane person capable of making a significant contribution to society.

## THE COMMITMENT TO HUMAN RELATIONSHIPS IN COMMUNITY

There is a rich diversity among Eckerd College students which is educationally desirable. Students come to campus from more than 40 states and 30 foreign countries. They enroll from urban, suburban and rural areas; from developed and developing countries; and from a great variety of cultural, ethnic and religious backgrounds. The cosmopolitan nature of the Eckerd campus enriches the total educational experience as students learn from each other.

Built upon this diversity is a sense of community based upon common objectives, concerns and experiences. Academic interests provide the basis for a sense of community, which is enhanced by worship, student activities, athletic events, concerts, lectures and other opportunities for shared experiences. Because most students reside on campus, they have the enriched experiences that occur when people are learning both how to learn and how to live together.

## THE COMMITMENT TO BE A PACE-SETTING INSTITUTION

Eckerd College is nationally known for pioneering new programs designed to deal directly with the varying needs of college students. It has shown the will to improve education, and the vision and courage to take steps that will facilitate the growth of students. Many of its programs of interdisciplinary study, independent study, international education, and student orientation and advising have become models for other educational institutions. Within the context of its objectives as a church-related college of the liberal arts and sciences, it continues to seek better ways of meeting its commitments.



# THE ACADEMIC PROGRAM AT ECKERD COLLEGE

Since 1960, when Eckerd College (then known as Florida Presbyterian College) opened its doors, it has earned a reputation for creating new and better opportunities for learning. Eckerd recently was rated in the top ten percent of American colleges and universities.

The college looks for superior methods of educating its students, not in order to be different, but to offer a more rewarding and useful educational experience.

For example, you have probably come across such expressions as "4-1-4," "winterim," "miniterm," "interim," or "winter term." (All of them mean essentially the same thing: separating the two terms of an academic year with a one-month period of independent study.) The winter term is an Eckerd College concept. This innovation was created and tested first on the Eckerd College campus; then other colleges found it so exciting that they adopted it.

Since the creation of the winter term in 1960, Eckerd has discovered and implemented other innovative ways of teaching. Perhaps the best way of providing you with an understanding of the Eckerd experience is to take you on a "verbal tour" of the academic program.

## THE MENTOR

Shortly after you have been accepted as an Eckerd student, you will receive material about selection of a Mentor. The original Mentor was the guide and companion of Odysseus. As you are, in a sense, embarking on your odyssey, it is fitting that you have your own Mentor.

Throughout your career at Eckerd, you will have continuing support and counsel from a faculty Mentor, who is more than the conventional faculty adviser. Mentors are faculty members who have been specially trained to help you in your academic program, career planning, and personal growth. You choose your own Mentor before you enter Eckerd, from a descriptive list of Mentors and projects. In your Freshman year you will take at least one course from your Mentor, and together you will work out the rest of your academic program for the first academic year.

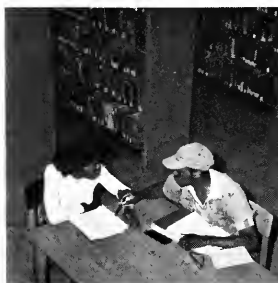
When you become an upperclass student, you may choose a new Mentor — a specialist in your area of academic concentration. The two of you will continue to plan your academic program, including independent and directed studies, internships, off-campus programs, work experience, career planning, foreign study, and the many other options that Eckerd offers.

## THE ACADEMIC CALENDAR

Eckerd College follows a modified 4-1-4 calendar. The fall and spring semesters are fourteen weeks in length, and are each followed by examination periods. Most courses during the semester are offered for the full fourteen weeks, and ordinarily a full-time student will enroll for four of these courses each semester.

Faculty are also given the opportunity to offer shorter but more intensive seven weeks courses when the subject matter is better suited to that approach. These shorter courses, when offered, are given on a paired basis so that a student can enroll for one during the first half of the semester and another during the latter half. The courses are paired or linked by some common approach or theme. Students may also design independent study projects of seven weeks duration to allow more intensive investigation of a subject. While most of the academic program will be offered on a semester basis, the model we have provided for the shorter, intensive course allows flexibility for faculty and students alike.

The three week autumn term for Freshmen occurs prior to the beginning of the fall semester, while the four week winter term (January) falls between the two regular semesters. During these shorter terms, students will enroll for no more than one academic project at a time. This format provides for independent investigation of a topic in a concentrated manner.



ECKERD COLLEGE

## THE AUTUMN TERM

As a Freshman, you will start your Eckerd College experience in the latter part of August, when you enroll for autumn term. In contrast to the usual Freshman orientation of two or three days, autumn term lasts three weeks. It is designed for Freshmen only, and provides an intensive foretaste of college living and academic work.

During autumn term you will take one academic project, for credit, from your Mentor. This project is stimulating in content, teaches basic academic skills, and focuses on the interdisciplinary nature of learning. The course will give you a clear idea of what is expected of you at Eckerd. Autumn term provides an excellent opportunity for certain kinds of interest and competency testing that will allow you to begin your academic program in courses that are best suited to your current stage of development.

You will also learn a great deal about living, working and playing in a college community. The student Resident Adviser in your dormitory will be on hand during autumn term to help you make the transition into college life. In fact, the entire staff of the college and the autumn term faculty will participate with you in periods of inquiry, reflection and fun. The sense of community that develops will assist you to take full advantage of the opportunities and resources available on campus. By the time the upperclass students return in September, you will be well established in campus life.

For more information about autumn term, see page 79



## GENERAL EDUCATION

An important part of your studies at Eckerd College will be in general education.

If you are entering as a Freshman in 1981, during your first year you will take two classwide interdisciplinary courses called Western Heritage I and II that will help you to explore the cultural riches of the past. Your discussion seminars in these courses will be led by your Mentor. In addition you will be expected to demonstrate writing competency by satisfactory performance on a writing proficiency exercise. As a Sophomore and Junior you will choose four courses, one from a list of options in each of four broad perspectives on human existence: the aesthetic, cross-cultural, environmental and social relations. The courses will be distributed over three collegia with at least one in Behavioral or Natural Sciences and one in Comparative Cultures, Creative Arts or Letters, to provide involvement with significantly different modes of inquiry. Seniors will take a course that will focus on historical and contemporary issues from the Judeao-Christian perspective, and a Senior seminar focusing on the search for solutions to important issues that they are likely to face during their lifetimes.

If you are entering as a Sophomore in 1981, you will choose from among courses called Area Studies that are designed to help you understand cultures other than your own, see your own culture from a broader perspective, and view the world as a dynamic system of interdependent people, nations and cultures.

Junior and Senior Values Colloquia will explore some of the value questions that arise in various academic disciplines, careers, current events and prospects for the future.

## MODES OF LEARNING

As a further way of teaching you how to learn, regardless of what your life's work may be, the college expects that by the end of your Sophomore year, you will have completed two Modes of Learning courses, one from each of two collegia.

These courses teach you the skills you will need to assimilate more advanced work. You will learn how to think — analyze, synthesize, evaluate. You will learn how to get the most out of independent study and various off-campus experiences. You will sharpen your oral and written communications skills. The Modes of Learning courses are also open to upperclass students who wish to review these skills or who wish to cross over into collegia other than that of their major field of interest.



## WINTER TERM

Winter term is a special four-week period in January that emphasizes independent study. You may enroll in projects designed by professors, or design your own with the sponsorship of a professor.

All winter term projects must have academic merit and are judged by rigorous standards. A typical project requires you to select a subject, gather information, organize it, and present it as a paper, a short story, a painting, a performance, or a piece of equipment. Freshmen may take a winter term in addition to autumn term, and substitute a fifth winter term for one of the 32 courses required for graduation. The winter term project for Juniors is ordinarily in their major or area of concentration. The winter term in the Senior year is usually spent working on a comprehensive examination or senior thesis or project required for completion of a major.

Many colleges have followed Eckerd College's example in adopting a winter term program, making it possible to exchange students and to increase the range of projects offered. Eckerd College also cooperates with other 4-1-4 colleges in sponsoring winter term projects abroad or in major cities and interesting locations in the United States. Many winter term projects include as much as eight contact hours per week, which meets the Veteran's Administration standards for full tuition benefits.

For more information about winter term see page 80.



## THE COLLEGIUM CONCEPT

During the past few years, educators have become aware that the traditional division of learning into academic "departments" is not necessarily the best way to organize the educational process. Newly popular among colleges is the interdisciplinary major, in which the student combines courses from two or more departments to form an individual academic program. At Eckerd, we have established interdisciplinary "collegia," which encourage new combinations of studies and demonstrate the interrelatedness of knowledge.

The word "collegium" goes back to medieval days, when it meant a fellowship of equals (i.e.; persons communicating without artificial obstacles to discourse) pursuing a common objective (which in Eckerd's case is learning). The word vividly describes what we're trying to do: to bring you (the student) together with a highly knowledgeable person (the professor) in an atmosphere where you are not restrained from debating freely, challenging one another's viewpoints, learning together.

In a collegium, subjects are grouped according to the intellectual discipline required to master them. You learn mathematics and physics in similar ways, for example; but you learn dance differently, and a foreign language in still another way.

Eckerd faculty members choose to affiliate with a particular collegium, depending upon their approach to their subject. You will do the same. At the end of your Freshman year you will focus upon a major or area of concentration and affiliate with the collegium that best suits your perception of that study.

Of course, your concentration does not have to lie in a single field, such as history or biology. You can create your own concentration by combining those studies that will help you achieve your career or professional goal. For example, if you wish to become an environmental economist, you can combine economics and biology, thus creating your own concentration to fit your own goal. The collegium concept makes this interdisciplinary approach to learning a natural one that is easy to accomplish.

Eckerd sees the members of a collegium — students and faculty alike — as partners in learning. Professors bring high expectation to the learning process; students are expected to become independent learners and researchers, able to take maximum advantage of their professors' strong qualifications. Each collegium has its own decision-making group, composed of professors and students, which gives students an important voice in the academic decisions of the college.



# THE FOUNDATIONS COLLEGIUM

Eckerd College provides a special, perhaps unique program for all Freshmen through the Foundations Collegium. This is the first-year home for students, helping them to establish a foundation for their upper-level studies. Students already sure of their majors may begin majors during the Foundations year; as yet undecided students may use the year for exploration. There are five important features of the program:

**1. Autumn Term.** Freshmen arrive in mid-August to take a three-week course before the opening of the fall semester early in September. During this time, they also complete their testing, orientation, and registration. Freshmen choose from some 15 projects limited to about 20 students each. The professor for that course will be the Mentor for those students.

**2. The Mentorship.** Eckerd College has expanded the notion of the academic adviser to allow more help, care, and encouragement to its students. Each Freshman has a Mentor from the faculty who helps to guide him or her through the Freshman year.

**3. Western Heritage.** All Freshmen are required to take FWH 181 (fall) and FWH 182 (spring), Western Heritage I and II. This pair of courses explores central concepts and materials of Western civilization and introduces Freshmen to the emphases of Eckerd College's general education program. These are interdisciplinary courses, using lecture and discussion formats. The discussion groups are the same groups, with the same instructor, as the autumn term groups.

**4. Modes of Learning.** These are courses that introduce the ways knowledge is gained in a particular field of study; there are some 30 courses to choose from, including Drawing Fundamentals, Introduction to Psychology, Understanding the Bible, Literary Studies, and Statistics. Modes of Learning courses are offered by all five upper-level collegia; Freshmen must take two, from different collegia.

**5. Writing Competency.** All graduates of Eckerd College must have passed a writing competency test. Freshmen may gain competency by writing a satisfactory essay during testing in autumn term; those passing are exempt from composition courses. Those who do not pass generally take composition courses and then test once again. See "Composition" for further information. Foundations also provides a Writing Laboratory to assist students with their writing.

At the end of the Freshman year, students choose an upper-level collegium and a new Mentor; any students still unsure of what to choose can get help from the Foundations office and/or Career Counseling.



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## THE UPPER DIVISION COLLEGIA

### THE COLLEGIUM OF BEHAVIORAL SCIENCE

Members of the Behavioral Science Collegium believe that the urgent problems of today — racism, environmental pollution, overpopulation, world hunger and crime — are problems of human behavior. Therefore, there is much to be gained by developing methodological and conceptual tools to better understand both individual and collective behavior. Students will take Modes of Learning courses in psychology or sociology as well as a course in statistical methods. In addition, courses are available in the fields of economics, sociology, psychology, management, anthropology, political science, and business administration.

### THE COLLEGIUM OF COMPARATIVE CULTURES

The Collegium of Comparative Cultures seeks to promote an understanding of the breadth of human cultural achievements through languages, area studies, and related disciplines. The collegium serves as both a window and a gateway to the cultures of the world: a window for those who learn in the classroom from professors who have lived and studied in other cultures; a gateway for those who wish to visit these cultures after preparatory study on campus. Language study in French, German, Spanish, or Russian can be integrated into a major program, an interdisciplinary concentration with another discipline (such as management, political science, or comparative literature), or it may simply serve to round out a student's liberal arts program. Some students prefer to plan their studies around a particular area of the world like Latin America or East Asia. In such cases, the International Education office gives assistance in planning appropriate study-abroad experiences. The TESL major program (Teaching of English as a Second Language) encourages students to get overseas teaching experience through a college-run program in Bogota, Colombia, or in some other language area of their choice. Comparative Cultures graduates have chosen careers in teaching, interpreting, foreign service, religious vocations or international business.

## THE COLLEGIUM OF CREATIVE ARTS

The Creative Arts Collegium is dedicated to assisting the development of the creative nature in each person. Freedom with responsibility is found to be vital in the creative person and this is given high priority. The Collegium has a human development section composed of psychology, human resources, leisure and recreation, and education. Also included are programs of art, music, theatre and dance, and the writing workshop. Students will be encouraged to design interdisciplinary majors, to undertake independent work, to apply knowledge in the community, and to make education exciting and enjoyable.

### THE COLLEGIUM OF LETTERS

The Collegium of Letters is composed of students and faculty who have in common an interest in human beings, past and present — their history, literary and artistic products, religious commitments, political involvements, and philosophical groupings. The study of who we are by looking at what we are doing and the works and institutions created by our predecessors provides the relevance, vitality, and excitement of our program. This humane interest has value in and of itself. In addition, it provides a fundamental background for a wide variety of futures — vocational or through professional and graduate schools — as the experience of our graduates attest.

### THE COLLEGIUM OF NATURAL SCIENCES

The Collegium of Natural Sciences brings together biologists, chemists, environmentalists, earth scientists, marine scientists, mathematicians, physicists, and those interested in the health professions, including medicine, veterinary medicine, dentistry and medical technology.

The major emphasis of the Collegium is on the development of the skills of observation, experimental design, problem-solving, research and the study of the principles and concepts that are necessary to successful scientific investigation. The programs in the natural sciences are geared to provide students with information and techniques that can be applied to the problems of a changing society.

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## THE CO-CURRICULAR PROGRAM

Both to express and to implement the breadth of the college's educational mission, there are three co-curricular areas in which each student is expected to participate in significant ways during the undergraduate years: **service, career exploration, and physical activity.** Together, these areas of expected participation constitute the **co-curricular program**, which is intended to provide strong positive inducement for educational achievements that lie for the most part outside the formal academic curriculum, achievements that contribute directly to the college's goal of developing competent givers whose lives will be characterized by leadership and service. The expectations are as follows:

**Service.** Each student shall have and find opportunities on and off campus to engage in significant service activities that help the student to develop leadership and other interpersonal skills, make a significant contribution to the welfare of others and encourage a lifelong commitment to service.

**Career Exploration.** Each student shall have and find opportunities to explore in a systematic way the relationship of the undergraduate experience to the world of work and the student's occupational skill and interests, to apply and thus enhance acquired knowledge in career related situations, and to establish enduring beneficial relationships with persons engaged in occupations or professions related to the student's interests. Such opportunities include internships, practica, research, studio work, a variety of other practice-oriented experiences offered through the major or concentration or through other programs of the college, or self-initiated activities.

**Physical Activity.** Each student shall have and find opportunities to engage in organized or self-initiated activities that help the student to develop an awareness of the importance of physical wellbeing and to acquire skills that contribute to good physical condition.

Each student is free to choose the kinds of achievements and experiences that would meet each expectation. In each category, activities which are part of an approved course, or directed or independent study, may earn academic credit. An underlying expectation is that each student shall come to Eckerd with the intention to develop a planned program of participation and achievement in each of the three co-curricular areas, and thus a total co-curricular program that both supplements and enlivens the classroom experience.

### The Co-Curricular Record

In reflection of the fact that the co-curricular program is a significant dimension of the program of the college, each student shall have an official co-curricular record that shall be maintained in the Office of Student Affairs, which has primary responsibility for the co-curricular program. Entries on this record must be consistent with the categories approved by the faculty, may be made only at the student's request and with the approval of the Dean of Students, and shall be limited to names of activities, leadership positions held, and honors received. The intent is twofold: to enable the student to compile an official record of response to college co-curricular expectations, and to provide the student with credentials that may be used to supplement the academic transcript in application for jobs, graduate work, fellowships, and other postgraduate opportunities. Like the academic transcript, the co-curricular record shall be released outside the college only with the student's permission, and neither the academic transcript nor the co-curricular record shall make reference to the other.



# SPECIAL ACADEMIC PROGRAMS

## PRE-PROFESSIONAL PROGRAMS

Eckerd College regards liberal education as essential to thorough professional training and unites a broad freedom of student choice with graduate education in a number of fields: for law and medical school, medical technology, the ministry, engineering, elementary and secondary education, management, business administration, teaching of English as a second language, and selected public service, human resources and community professions.

Eckerd seeks to provide pre-professional experience through intensively supervised internships rather than by professional and pre-professional courses that tend to limit the scope and quality of liberal education. The teacher education program, described immediately following, exemplifies the application of this principle. Students in management take certain specialized courses, such as accounting, and prepare themselves through internships carefully planned with the Mentor of the management program. Similarly, human relations occupations involve a thorough liberal arts base, to which are added supervised field and employment experiences designed to meet the particular interest and need of the student.

## TEACHER EDUCATION

The Eckerd College Teacher Education faculty seek to develop competent and humane leaders for the teaching profession. The Director of Teacher Education is responsible and accountable for all teacher education programs. **Elementary certification** is achieved by completing a major in Elementary Education. The Elementary Education major combines a series of required and elective courses which are chosen from a variety of disciplines, so that the major builds a pedagogical program upon a liberal arts base. **Early childhood certification** is achieved by completing two courses in early childhood education in addition to the Elementary Education major. For **secondary certification**, grades 7-12, a student must complete a major in a content area, an Introduction to Psychology course, and a series of six education courses; four of these education courses are taken in the second semester of the Senior year when career motivation is uppermost in the student's life. For **K-12 certification** in art and music, the student must complete a major in the art or music discipline, the secondary certification program and one course in elementary education methods. The Florida State Department of Education requires that all students ad-

mitted into the teacher education program have received a score at the 40th percentile or above on a nationally normed standardized college entrance examination. Program candidates must have a minimum grade point average of C or 2.0 in all college level work. Teacher program graduates seeking regular certification in Florida are required to pass the Florida Teacher Certification Examination. For further information about the policies and procedures for admission into the Teacher Education program, contact the Director of Teacher Education and request a copy of **The Education Student Handbook**.

## ENGINEERING AND APPLIED SCIENCE — DUAL DEGREE PROGRAM

The engineering and applied science program at Eckerd is designed for the student who wishes to combine a broad, values-oriented knowledge base with one of the many fields of engineering or applied science. Programs exist which permit the student to pursue a career in one of a wide variety of engineering disciplines (for example: electrical, civil, chemical; industrial, aerospace, textile, nuclear, biomedical or health systems), in engineering mechanics, systems engineering, computer science or one of several other applied sciences.

The student applies to Eckerd for regular admission and spends three years at Eckerd, during which the curriculum includes courses in mathematics and science that will qualify the student to enter an engineering program at the Junior level. The detailed curriculum will depend on the student's choice of engineering college and specific degree program.

Upon successful completion of the three-year portion of the program (the requirements of grade point average vary somewhat) and the recommendation of Eckerd College, the student is admitted to an engineering college, where he or she may normally expect to complete in two years the dual-degree requirements. The student is awarded degrees from both Eckerd College and the engineering school. At present, Eckerd cooperates in dual-degree programs in engineering and applied science with Washington University (St. Louis), Auburn University, Columbia University, and Georgia Institute of Technology.

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A student at Eckerd may also apply to engineering schools with whom we do not have formal agreements. Many engineering schools do not participate in formal dual-degree programs, but will accept transfer students. Several such schools have supplied us with advice and information on which Eckerd College courses would best prepare a student to transfer into the engineering program at the Junior level.

## THE WRITING CENTER

The purpose of the Writing Center is to enhance the student's learning capacity by helping him or her to become more organized in investigating and more articulate in formulating ideas. Working closely with the Foundations Collegium, the staff and tutors of the Writing Center aid students who wish to improve writing skills and research competence. Assistance in such areas with an emphasis upon improving student writing is offered on an individual basis as well as in composition courses.

## MEDICAL TECHNOLOGY,

see page 51

## INTERNATIONAL EDUCATION

Eckerd College believes that a liberally educated person should be at home in other cultures, and we try to give every student the chance to study abroad. The Eckerd London Center is permanently staffed and supervised by Eckerd faculty members; we have semester programs at the Santa Reparata Graphic Arts Center in Florence, at Coventry Cathedral in England, and we are also affiliated with the Institute for American Universities in France.

### Winter Term Abroad

Eckerd's annual winter term offerings overseas each January are nationally recognized. Many students choose to take their winter term projects in London, and we also organize programs in locations such as Austria, Mexico, Crete, Ireland, Sweden, Italy, Jamaica, Russia, Cuba and Canada, and the Caribbean.

### Semester Abroad

Varied locations and curricula provide semester opportunities for students in almost all areas of concentration. Programs are available in Florence (art), London, Bogota (TESL), Coventry, Aix-en-Provence or Avignon, and Madrid.

### Year Abroad

Eckerd has an exchange arrangement with Kansai Gaidai (University of Foreign Studies) in Osaka, Japan.

The Office of International Education counsels with students in an effort to provide individuals with study abroad programs best suited to their particular academic needs.

## OFF-CAMPUS PROGRAMS

Our academic calendar permits off-campus study for periods of one month (January), one semester (14 weeks), and up to a full academic year. Upper-class students are encouraged to take advantage of programs and facilities not available at Eckerd through the off-campus program. It is possible to participate in group projects with a faculty leader or to contract independent studies of the student's own design. Group projects such as an archaeological dig in the southwest, government operations in Washington, D.C., or urban problems in Chicago are possible. Independent projects for individual students have been undertaken in industry, the Argonne Laboratories, marine research, and at an Indian reservation. The winter term, through cooperation with other schools having a similar calendar, provides for intensive projects on other campuses throughout the United States.

The Off-Campus Programs office assists students in making arrangements, preparing contracts, and providing information and ideas related to various choices. The project subject matter must make necessary the particular off-campus location chosen.

## INTERNATIONAL STUDENTS

Eckerd college has been committed to international education since its inception. While we continue to provide opportunities for students to enrich their education abroad (see International Education, page 11) one need go no further than the campus itself to experience a truly cosmopolitan environment. The International Student Affairs office sponsors support programs and activities for students coming from more than 40 different nations to pursue a variety of studies here. There are two distinct groups of international students at Eckerd College: those who study in the English Language Center (ELS); and those who are degree-seeking students.

These international students enrich the campus environment with their diverse cultural origins and ethnic backgrounds by providing face-to-face opportunities for cross-cultural exchange in classroom and other settings. The breadth of this experience is celebrated annually during the Festival of Cultures with exhibits, entertainment and ethnic delicacies from around the world.

## CAREER-SERVICE PROGRAM

A liberal education should not be considered separate from the economic, social and political realities of life. With increasing insistence, employers and professional associations are asking career-minded students to relate fundamental education in liberal arts fields to long-range plans. Further, they stress the value of a solid liberal arts background for business or professional careers.

Woven into your academic program during your four years at Eckerd is a program to help you examine your career and professional goals. The Career-Service Program offers one or more of a variety of experiences: one-to-one and group diagnostic career counseling to assist in making decisions which integrate academic programs, career planning and general lifestyle; internship and field experience placements which involve unpaid work experiences of observation either with a professional person or in a special social environment; paid work experiences related to current academic studies and long-range career goals; discipline internships such as teacher education, community studies, leisure studies, or management; and placement services to assist you in finding parttime and summer employment while in school, but primarily to enable you to select either the appropriate post-graduate education or the vocational career that fits your personal aptitudes, desires, and objectives.

## WOMEN'S STUDIES

The Women's Studies program is designed to address the educational needs of women in this region and women students at Eckerd College. Workshops, non-credit courses, seminars and networks of community leaders provide links with the wider community and seek to respond to the needs of women who wish to complete their undergraduate college degree through non-traditional programs.

The program, in addressing the needs of Eckerd College students, has led to the establishment and support of a campus women's center, a Mentor service to students seeking an academic concentration in women's studies, and the offering and coordination of a limited number of women's studies courses. These services are primarily within the Human Resources wing of the Creative Arts Collegium.

## SUMMER TERM

The summer term is an eight-week term consisting of two four-week sessions. Courses are available in Session A, Session B, and/or through the full eight-week summer term. A preliminary announcement of courses and fees is published in February; more detailed course descriptions are available in early March. Regularly enrolled Eckerd students and students enrolled and in good standing at other colleges and universities are eligible for admission. High school students who have completed their Sophomore year and present evidence (usually a recommendation from principal or counselor) of their ability to do introductory level college work, are eligible for admission with a scholarship which covers 50% of the regular tuition. Summer term rates are slightly reduced from academic year tuition levels. Students entering Eckerd in the summer with the intention of becoming degree candidates must make formal application for admission to the Dean of Admissions.

It is possible to enroll in three courses in summer term, one in Session A, one in Session B, and one through the duration of the eight-week term. Summer courses may replace courses missed during the academic year or accelerate graduation. Additional information about summer term courses may be secured from the Dean of Special Programs.

## PROGRAM FOR EXPERIENCED LEARNERS

The Program for Experienced Learners is a degree-completion program designed to meet the needs of mature people who are able to assume major responsibility for their continuing education. It is limited to men and women more than twenty-five years old who provide evidence of an ability and interest in satisfying the degree requirements of the college even though they are not in a position to participate in the regular class-oriented instructional program on campus. The program has been approved by the Southern Association of Colleges and Schools and confers the same degrees that are awarded through the regular program.

The college makes provision for an initial assessment of prior learning which is creditable toward a degree. This credit may be based upon formal work already done in degree-granting institutions, upon career-oriented learning at a college level, upon specialized training of technical and cultural character, and upon knowledge acquired by personal effort. An analysis is made of individual intellectual interests and career goals on the strength of which a degree plan is developed.



In the satisfaction of degree requirements the Program for Experienced Learners relies primarily upon directed study courses which have been designed by the faculty. For students who are able to work with very limited supervision these courses can be completed and credited at a fraction of the cost of regular courses. Other resources of the college in the form of regular classes, intensive special courses, and travel-study projects may be used to meet requirements, but these are somewhat more expensive to the student.

This program is designed especially to serve people whose career opportunities will be increased by having a college degree recognizing their continuing educational involvement, but any adults who are seeking a structure in which to expand their educational experience are encouraged to apply.

Some programs do not lend themselves to directed study and off-campus learning as readily as others. Major fields such as chemistry or physics which rely heavily upon laboratory experience, the visual arts which involve extensive studio instruction, theatre or foreign languages which call for group interchange can be offered through the Program for Experienced Learners only if there is appropriate on-campus experience or some special student involvement in activities of comparable nature.

Although the full range of Eckerd College programs is technically available to Program for Experienced Learners enrollees, it must be kept in mind that in certain instances this is not practicable except through campus residency at regular tuition rates.

There are a number of programs, several of them career-related, which are particularly well suited to the PEL approach. Management and Business Administration concentrations can coordinate job experience with the theoretical studies in the college curriculum. A major in Human Resources readily makes use of professional involvement in health services, community service, and the helping professions in general. Majors in Criminal Justice and Public Safety Administration are designed to be of maximum value and availability to people already working in law enforcement, fire protection, or public administration.

The regular college scholarship and grant-in-aid funds are not available for the Program for Experienced Learners. Tuition support through the Veterans Administration has been approved. Additional public and private scholarships and tuition remissions awarded directly to the student are applicable to the program. More specific information about the PEL program may be obtained from a separate PEL catalog. Interested

students should write to : Associate Dean, PEL, Eckerd College, St. Petersburg, Florida 33733.

## ARMY ROTC

Eckerd College provides an Army Reserve Officer's Training Program through a cross-enrollment agreement with the University of South Florida at St. Petersburg. Students who complete the program, which consists of four courses in military science, a weekly leadership laboratory, and one summer camp, are commissioned in the United States Army. All students may take the courses in military science for elective credit. The ROTC program is open to both men and women, and scholarships are available on a competitive basis to qualified Sophomores, Juniors and Seniors.

## ACADEMIC POLICIES

### DEGREE REQUIREMENTS

In order to graduate from Eckerd College, a student must spend at least two years, including the Senior year, in the college or in an approved off-campus program.

Any student who wishes to request an exemption from or a modification of an all-college requirement may petition the Dean of Faculty using forms available in the Office of the Registrar. Petitions must include detailed reasons for the request, and receive prior approval from the student's Mentor and collegial chairperson.

Unless modified in individual cases by action of the Educational Policy and Program Committee and the Dean of Faculty, the following requirements must be fulfilled by all students in order to qualify for formal recommendation by the faculty for the **Bachelor of Arts** degree:

- 1) The satisfactory completion of a minimum of 32 courses, plus an autumn term in the Freshman year and a winter term project in each subsequent year.
  - a) A Freshman may take a winter term in addition to autumn term, and substitute that winter term for one of the 32 courses.
  - b) One of the winter projects, ordinarily in the Junior year, must be in the student's major or area of concentration.
  - c) The winter term project in the Senior year normally consists of the preparation for comprehensive examinations, theses or projects.
- 2) Modes of Learning: two courses from different collegia to be completed by the end of the Sophomore year.



3) Writing competency: satisfactory performance on a writing proficiency exercise taken at the beginning of the student's first term of enrollment. Students who achieve competency on the initial exercise will be excused from the required composition courses. Students who do not satisfactorily pass the writing proficiency examination will be required to enroll in an appropriate composition course during their first term of enrollment. The proficiency requirement will be met if a student earns a grade of C or better in this course and satisfactorily passes the proficiency reexamination at the end of the course. If competence is not achieved at the end of the first course, an additional composition course will be required in each subsequent semester until the required proficiency is achieved. (Native speakers of English may take two composition courses for credit; non-native speakers of English may take three composition courses for credit.)

**4) Students entering as Freshmen beginning with the fall of 1981:**

- a) Foundations: Western Heritage I and II, FWH 181 and 182. Students for whom English is a second language and who have not resided in the mainland U.S. for more than two years may substitute CAS 188 U. S. Area Studies for Western Heritage I, which shall also fulfill the requirement for a course within the Cross-Cultural Perspective.
- b) One course from a list of options in each of the following four areas: the Aesthetic Perspective, the Crosscultural Perspective, the Environmental Perspective, the Social Relations Perspective. Courses must be distributed over at least three collegia with at least one in Behavioral or Natural Sciences and one in Comparative Cultures, Creative Arts or Letters (courses to be announced).
- c) One course in the Senior year in the Judaeo-Christian Perspective (course to be announced).
- d) One senior seminar within the collegium of the student's major focussing on the search for solutions to important issues that students are likely to confront during their lifetimes (courses to be announced).

**Students enrolled as Sophomores or above beginning with the fall of 1981:**

- a) Foundations: two seminars to be completed in the Freshman year, FVS 181 and 182.
- b) World View: two Area Studies courses to be completed by the end of the Sophomore year. Other courses (foreign language, semester abroad, etc., as approved by the Comparative Cultures Collegium) may be used to satisfy the World View require-

ment. U.S. Area Studies (CAS 188) fulfills the requirement for those students who (1) speak English only as a second language, and (2) have not resided in mainland United States for more than two years. Normally, this course will be taken during the student's first year of study.

- c) Upper Division Colloquia: four courses during the Junior and Senior years, one of which must be within the student's collegium.

Students transferring to Eckerd as Sophomores are considered exempt from the Foundations and Modes of Learning requirements; students transferring as Juniors are also considered exempt from the World View requirements.

- 5) The completion of a major (from the list of 32 majors formally approved by the faculty), or an independently designed area of concentration. The area of concentration must be approved by three members of the faculty, with an approved study plan filed in the Registrar's office no later than fall semester of the Junior year.
- 6) The satisfactory completion in the Senior year of a comprehensive examination, thesis, or creative project in the major or area of concentration with a grade of C or better.

The following requirements must be fulfilled by students in order to qualify for formal recommendation by the faculty for the **Bachelor of Science** degree:

- 1) The satisfactory completion of the general course and all-college requirements as outlined in sections 1-6 above.
- 2) Completion of a major or area of concentration in one of the natural sciences or mathematics, including the satisfactory completion of at least sixteen courses in the Natural Sciences Collegium, including not more than one of the four all-college required Values Colloquia.

Students majoring in the natural sciences or mathematics may earn the Bachelor of Arts degree by completing at least twelve but fewer than sixteen courses in the Natural Sciences Collegium, including not more than one of the four all-college required Values Colloquia.

For either the B.S. or the B.A. degree, students majoring in the natural sciences or mathematics may substitute non-natural science courses to meet this requirement. Interested students should consult their Mentors for information on gaining approval for such substitutions.

## MAJOR AND AREAS OF CONCENTRATION

At Eckerd College efforts are made to tailor programs of study to the particular needs and interests of individual students. To help guide students with the selection of courses, the faculty has approved a number of disciplinary and interdisciplinary **ma-**  
**jors**. In most cases, the faculty members associated with each major have prescribed minimum course

requirements for the major. Brief descriptions of majors are included under each discipline heading in the course description section of this catalog. Students desiring more specific information about major programs should consult their Mentors, collegial chairpersons and discipline coordinators. A list of the faculty-approved majors follows.

American Studies	Creative Writing	German	Music	Religious Studies
Anthropology	Economics	History	Philosophy	Sociology
Business Administration/ Management	Elementary Education	Human Resources	Philosophy/ Religion	Spanish
Biology	Environmental Studies/ Earth Sciences	Humanities	Physics	Teaching English as a Second Language
Chemistry	French	Literature	Political Science	Theatre
Comparative Literature		Management	Psychology	Visual Arts
		Mathematics	Russian Studies	
		Modern Languages		

Students desiring to design their own programs of study are encouraged to develop an individualized **area of concentration** in cooperation with their Mentors. The proposed plan of study must ulti-

mately be approved and have identified with it a specific committee of at least three faculty members. The approved study plan must be filed in the Registrar's office early in the Junior year.

## ACADEMIC CREDIT

Credit toward a degree is awarded for satisfactory course completion, independent study projects, directed study programs, academic work certified by another accredited degree-granting institution, and proficiency demonstrated by examination.

Ordinarily credit is earned by **course completion**. A normal full-time academic load is eight courses plus an autumn term in the Freshman year and eight courses plus a winter term project in each subsequent year.

Credit may be earned through **independent study** by students who exhibit both the self-discipline and mastery of the methodologies demanded by the subject matter selected by the student. An independent study project is designed by a student in consultation with the professor who is to supervise and evaluate the work. An academic contract, drawn in advance, specifies the subject and method of inquiry, the materials to be used, the purpose of the project, and the basis of evaluation and credit. Each contract must be approved by the Director of Independent Study. Independent study options are available for both on and off-campus opportunities. Freshmen are not permitted to take off-campus independent studies. Contracts for these purposes are available from the Registrar.

Provision is also made for credit by **directed study**. Both independent study and directed study require advance planning by the instructor and student. While initiative rests with the student for design of independent study, in directed study the instructor is responsible for supplying a syllabus which defines the program. Directed study syllabi are available from the Registrar.

Credit is granted by **transfer** from accredited de-

gree-granting institutions, up to a limit of 16 courses, plus one autumn and one winter term. A student entering Eckerd College should request that a transcript of work done in other institutions be sent to the Registrar. When the transcript has been evaluated, the applicant is notified of the credit accepted by transfer. Eckerd College students who wish to enroll for part of their programs at other institutions should have the approval in advance of their faculty-Mentors.

For more information on transfer credit, please see page 86

Credit for **demonstrated proficiency** is awarded when a student applies for it with the Registrar and successfully completes appropriate examinations. **College Level Examination Programs** are recognized for both advanced placement and academic credit. For more information on CLEP, see page 87

The college recognizes that many experiences outside the classroom may contribute to a student's program. Internships, participation in community projects, and field experience may be accorded credit if closely coordinated with the student's academic program. Such experience ordinarily constitutes a part of a regular course or independent study project.

## THE GRADING SYSTEM

The standard grading system of the college is **A** (Superior Work), **B** (Good Work), **C** (Satisfactory Work), **D** (Poor Work), and **F** (Unacceptable Work). All courses in which a grade of **C** or higher has been earned shall count toward fulfilling degree requirements. A course in which a **D** grade is earned may fulfill degree requirements only when a grade of **B** or higher is earned in another full course.

A **Credit/No Credit** grading option is available in each course/project for students who are at least second semester Freshmen. Students desiring this grading option must petition for the approval of the course instructor, the Mentor, and the Educational Policies and Program Committee. Petitions must be submitted prior to the beginning of a term. Grades of **Credit** and **No Credit** cannot be subsequently changed to letter grades.

A grade of **I (Incomplete)** indicates that all course requirements are not complete by the end of the term and that, in the judgment of the instructor, extension of deadline is appropriate. Unless an earlier deadline is set by the instructor, a student will have a maximum of one year to complete the required work. If the work is not completed in one year, or the shorter deadline imposed by the faculty member, the Incomplete will automatically become an **F**.

In case of formal withdrawal before the middle of a course, a grade of **W** is recorded. If withdrawal occurs between the midpoint and the beginning of the last week of classes, a grade of **WP** is recorded if work completed has been of passing quality. In calculating a student's academic standing a **WF** is counted as an **F**.

Students may not withdraw from classes after Monday beginning the 1st week of classes fall semester or after the Friday preceding the last week of classes spring semester.

All grades are reported to students and entered on the official record of the college. Grades of **F** will not be removed from the transcript. A notation will be recorded at the bottom of the transcript of any substitute grade earned. Students may not repeat a course for credit unless they receive a **D**, need to repeat the course in order to progress in sequence, and have the approval of the instructor and academic dean.

## SCHOLARSHIP REQUIREMENTS

At the close of each semester, the Academic Review Committee analyzes the progress of every student who has failed a course. Mentors, professors, and student personnel advisors may be consulted. If, in the judgment of the Committee, the cumulative record is unsatisfactory, appropriate action is taken by the Committee. A student who has accumulated more than one **F** is placed in one of the following categories: Probation - two or three accumulated Failures; Subject to Dismissal - four accumulated Failures; Dismissal - more than four accumulated Failures. A student who has been dismissed for academic reasons will be ineligible to enroll in Eckerd College for at least one semester after the date of suspension. To apply for reinstatement after the dismissal, a student shall apply for readmission through the Dean of Students.

## WITHDRAWALS

Withdrawal from the college at any time is official only upon the completion of the withdrawal form available in the Registrar's office. Requests for readmission following withdrawal should be sent to the Dean of Students. Students may withdraw to enroll in another college for courses not available here but important to the student's total program. Such courses may be transferred upon the student's return. Students requesting a withdrawal should consult with the Registrar.

## HONORS AT GRADUATION

Eckerd College awards diplomas with honors to a few students in each graduating class. Criteria are entirely academic and include performance in courses, independent study and research, and on the comprehensive examination, thesis or project. Accomplishment in the complete college program is honored rather than in a major, concentration, or discipline alone. The Honors/Awards Committee calls for nomination for honors from individual faculty members. Honors are conferred on recommendation of the committee.

## REGISTRATION

Registration dates are listed in the calendar at the back of this catalog. Upon completion of procedures as outlined in registration materials, the student's registration is approved by the business office and the Registrar. Students who register late will be charged a \$21.00 fee. Proof of payment must accompany the registration.

All courses for which the student wishes to register for credit must be listed on the official registration form. The student is responsible for every course listed and can receive no credit for courses not listed on this form. After registration day, official changes in study lists may be made only through official drop/add cards approved by the instructors whose courses are involved. Unless a course is officially dropped, a grade of **F** will be incurred if the student fails to meet the obligations of the course. No course may be added after the drop/add deadlines which are printed in the calendar in the back of this catalog.

## AUDITORS

Any regularly registered full-time student may audit a course without fee, subject to permission of the instructor. Part-time students or students not registered for credit may attend courses as auditors subject to formal permission of the instructor and payment of an auditor's fee of \$128. Entry is made on the student's permanent record concerning audited classes. A course taken for audit may be changed to credit with the instructor's permission, if the change is filed with the Registrar before the last week of the class.

# DESCRIPTIONS OF COURSES AND MAJORS

— Alphabetically by Discipline —

## MEANING OF LETTERS AND NUMBERS

Courses are designated by **three letters**, followed by **three to five numerals**.

1. The **first letter** indicates the collegium through which the course is offered. A-Creative Arts; L-Letters; C-Comparative Cultures; B-Behavioral Science; N-Natural Sciences; F-Foundations.
2. The **second two letters** indicate the discipline. The letters VS indicate that the course is part of the Values Sequence; CM indicates a collegial course; AS indicates that the course is an Area Study; WT indicates a winter term project; I indicates a course offered abroad.
3. The **first digit** of the three numbers indicates the level of the course: 1 and 2 indicate a course at the Freshman or Sophomore level; 3 and 4 indicate a course at the Junior or Senior level.
4. The **second and third digits** are used at the discretion of the collegium, with the following exceptions: **second digit**:
  - 1 indicates a Modes of Learning course
  - 5 indicates a directed study
  - 9 indicates an independent study
  - 331-332 indicates Special Topics
  - 499 indicates a senior thesis or project.
5. If a fourth and fifth digit is used, it designates different sections of the same course.

Opportunities for **independent study** are available in all collegia. Independent study contracts are negotiated between the student and the faculty sponsor. Independent study contract forms are available in the Registrar's office.

**Directed Studies** are listed in this catalog. Copies of directed studies are available in the Registrar's office.

**Values Sequence** courses are limited to 25 students per instructor.

When a course is cross-referenced, a student should register with the designation that reflects his or her major.

## ACCOUNTING

An accounting concentration may be elected by a student as a skill area within the management major. Students electing accounting as a skill area within the management major must meet the requirements for the Eckerd College Management programs. See **Management** for descriptions of those requirements and courses.

## AMERICAN STUDIES

The student's program, developed in consultation with the Mentor, should form a consistent pattern of courses in American culture, chosen from such fields as history, political science, literature, philosophy, religion, art, economics, and sociology. The program will include a minimum of ten courses, with five or six from one discipline, and at least three from a second discipline. Six of the ten courses must be beyond the introductory level.

## ANTHROPOLOGY

The major in anthropology is designed to help students acquire the basic perspective and understandings of the field, as well as proficiency in applying the anthropological viewpoint to the world in which they live. Requirements for the major include successful completion of five core courses: Introduction to Anthropology, Research Methodology, Anthropological Theory, Physical Anthropology, and a choice of either Anthropological Linguistics, Applied Anthropology, or Introduction to Field Archaeology; plus successful completion of four other courses and one winter term in anthropology. Students who intend to pursue graduate studies in anthropology are strongly advised to take course work in the areas of statistics, language studies, history, sociology and psychology. Independent and directed study courses in various areas of anthropology are normally available each academic year. Anthropology majors are strongly encouraged to participate in one or more overseas study experiences during their four years at Eckerd.



### **CAN 201 The Anthropological Experience: Introduction to Anthropology**

*Prof. Dudley DeGroot*

Multi-media investigation of the world of the anthropologist through slides, films, lectures, small group discussion, elementary field experience. Concepts, viewpoints of contemporary anthropology, experiencing the world from an anthropological perspective. Evaluation on individual contract.

### **CAN 202 Introduction to Field Archaeology**

*Prof. Dudley DeGroot*

Introduction to archaeology, participation in an archaeology field experience. Evaluation on content and quality of field notebook, performance at field site. Prerequisites: CAN 201 or permission of instructor. Limit 30.

### **CAN 205 Peasant Cultures**

*Prof. Hendrick Serrie*

Peasantry as an economic, social, cultural type within a context of modernization and/or revolution. Case studies of peasant villages, efforts at modernization, role of peasants in twentieth century revolutions. Exams every two weeks, term paper. Prerequisite: CAN 201 or permission of instructor. Offered 1982-83.

### **CAN 207 Chinese Communist Society**

*Prof. Hendrick Serrie*

Major aspects of social organization at local levels, including family, child-raising, position of women; nurseries, schools, clinics; Revolutionary Committees that organize city neighborhoods, rural, urban places of work. Case studies of rural communes, overview of China's economics since backyard furnaces, China's politics since the death of Mao. Exams every two weeks, term paper.

### **CAN 208 Human Sexuality**

*Prof. Dudley DeGroot*

Bio-social nature of human sexuality using anthropological, cross-cultural perspective, emphasis on exploration of sexuality as symbolically invested behavior, consequences of symbolic investment of sexuality in cultural, social, personal dimensions. Field work, exams, series of analytic projects.

### **CAN 226 American National Character**

*Prof. Hendrick Serrie*

Anthropologists, sociologists, historians, foreign travelers have described culturally generalized characteristics of American personality. The best of these authors, including de Tocqueville, Gorer, Henry, Hsu, McGiffert, Mead, Riesman, have stood the test of time, and offer insight into the customs and attitudes of Americans. Exercises in ethnographic observation, several exams. Offered in 1982-83 and every third year.

### **CAN/LLI 230 Linguistics**

*Prof. Hendrick Serrie*

The scientific study of language: phonetics, phonemics, phonology, morphology, syntax, grammar, semantics, historical and comparative linguistics, focusing on some of the practical utilities in education and communications. Workbook exercises, several exams, term paper. Offered 1982-83.

### **CAN 250 (Directed Study)**

#### **The Endless Journey: An Introduction to Anthropology**

*Prof. Dudley DeGroot*

Basic concepts, theoretical viewpoints, research techniques of contemporary anthropology. Required reading, writing assignments will familiarize students with anthropological perspective, provide opportunity to apply that perspective.

### **CAN 305 Culture and Personality**

*Prof. Hendrick Serrie*

Cross-cultural investigation of relationships between personality and culture; introduction to major theoretical, conceptual tools utilized by anthropologists in the study of personality in culture; data gathering techniques. Exams, term paper. Prerequisites: CAN 201 or BSO 110 and BPS 112 or permission of instructor. Offered in 1981-82 and every third year.

### **CAN 330 Physical Anthropology**

*Prof. Dudley DeGroot*

Lab-lecture course on evolution and fossil hominids (apes and men). Lab sessions focus on understanding what physical anthropologists do, and on gaining a knowledge of anthropometric techniques. Controversies engendered by nineteenth, twentieth century anthropological studies. Offered 1981-82 and alternate years.

**CAN 333 Making A Mirror For Man:  
An Introduction To Anthropological  
Research Methodology**

*Prof. Dudley DeGroot*

Exploration of the anthropologist's ways of knowing. Students will have an opportunity to operate as anthropologists in design, implementation of different types of research modes. Field work projects. Prerequisite: CAN 201. Offered 1982-83 and alternate years.

**CAN 334 Applied Anthropology**

*Prof. Hendrick Serrie*

Application of anthropology in business, industry, rural development program, foreign, domestic governmental agencies. Ethical/moral problems facing applied anthropologists confronted with instituting change. Class exercises, field projects, term paper. Prerequisite: CAN 201. Offered 1981-82 and alternate years.

**CAN 335 Cultural Ecology**

*Prof. Dudley DeGroot*

Method, theory of cultural ecology, relationships between environment, cultural systems. Basic ideas of cultural ecology with appropriate examples of the interrelatedness of environment, cultural factors. Lecture-seminar approach. Two essay exams, final paper. Prerequisite: CAN 201. Offered 1981-82 and alternate years.

**CAN 336 Ethnic Identity**

*Prof. Hendrick Serrie*

Ethnic identity seems to lie at the heart of nationalism, non-assimilation of minority to majority cultures, problems in intercultural understanding, communication, interaction. Examples of these phenomena in various cultures around the world, beginning with fundamental theoretical work, then concentrating on cases. Midterm exam, 15-page term paper. Offered 1982-83 and alternate years.

**CAN 436 History of Anthropological Theory**

*Prof. Hendrick Serrie*

Schools of thought on man's evolution, physical variation, sociocultural diversity: Boasian anthropology, functionalism, structuralism, ethnohistory, Neo-Darwinism, cultural ecology, contributions of these ideologies to shaping anthropological theory. New trends of theoretical interest to archaeologists, linguists, physical, cultural anthropologists. Paper, exams. Prere-

quisites: one course in anthropology or sociology, Sophomore standing or higher. Offered 1982-83 and alternate years.

**CAS 286 Cultures of Africa**

For description, see AREA STUDIES.

**CVS 383 Primitive and Folk Art**

**CVS 385 The Cultural Environment of  
International Business**

**CVS 483 Culture from the Inside Out**

For descriptions see VALUES SEQUENCE COLLOQUIA.

**AREA STUDIES**

**CAS 188 United States Area Studies**

*Profs. Carolyn Johnston, Dudley DeGroot*

Open only to international students, meets world view requirement for graduation. Contemporary view of the U.S., limited survey of its past, size, diversity. Short papers weekly to improve writing skills, mid-term, final exam, U.S. Area Studies is highly recommended for all degree-seeking international students.

**CAS 281 Latin American Area Studies**

*Prof. Frank Figueroa*

People, cultures of Latin America, using cultural-anthropological approach. Lectures, special presentations, movies, classroom discussion will complement readings. Final exam, completion of special project to be agreed on between instructor, student. Prerequisite: Sophomore or higher.

**CAS 282 East Asian Area Studies**

*Profs. Gilbert Johnson, Hendrick Serrie*

While political events, trade relations draw our attention to the East, it is often some distinctive aspect of culture or some scarcely definable quality of life that fascinates us and wins our admiration. Examination of more enduring features of China and Japan, through art, architecture, literature, customs, religious beliefs, intellectual traditions. Two summary tests, quizzes on each area. Prerequisite: Sophomore or higher.



**CAS 283 Soviet Area Studies**

*Prof. William Parsons*

Understanding Russians as people, Russia's contribution to Western civilization, the impact of the Bolshevik Revolution on Russian society, role of the Soviet Union in the world today. Several short papers or projects, midterm exam, and final exams. Prerequisite: Sophomore or higher.

**CAS 284 French Area Studies**

*Profs. Henry Genz, Réjane Genz*

Modern France with emphasis on post World War II period. Village, urban life, distinguishing characteristics of the French people, their institutions, traditions, customs, values, literature, art, music. Paper or project, tests, final exam. Prerequisite: Sophomore or higher.

**CAS 286 Cultures of Africa**

*Prof. Dudley DeGroot*

What did it mean to be African in the past? What does it mean today? Geography, topography of Africa, cultural patterns (politics, economics, language, modes of adaptation for survival in the modern world) most characteristic of the indigenous populations of sub-Saharan Africa. Comparisons of different cultural heritages for selected societies, diversities, similarities found throughout the continent. Midterm, final exam, research paper. Prerequisite: Sophomore or higher.

**CAS 287 Spanish Area Studies**

*Prof. Pedro Trakas*

Aspects of Spain, past, present, through lectures, discussions, films, workshops. Weekly lecture, discussion of book, workshop. Paper (8-10 pages) on aspect of Spanish culture approved by instructor, final exam. Prerequisite: Sophomore or higher. Not offered 1981-82.

**IAS 289/IVS 389 London Colloquium**

For description see London Offerings.

In addition, the following discipline courses are approved as Area Studies:

**BAS/BPO 341 Politics of Underdevelopment**

**CAS/CHI 203 The Foundations of Contemporary Europe**

**CAS/CLI 234 Russian Literature in the Soviet Period**

**CAS/CLI 235 German Culture Through Literature**

**CAS/CHI 241 The Rise of Russia**

**CAS/CRE 243 East Asian Religions**

**LAS/LVS 201 Western Civilization**

**LAS/LHI 202 Europe in Transition: 1300-1815**

**LAS/LCM 203 Life and Death in Indian (Hindu) Literature**

**LAS/LLI 231 Modern French Culture Through Literature**

## **ART**

Programs in visual arts are individually designed with a Mentor. Every program must include Visual Problem Solving and Basic Drawing and two courses in Art History or Esthetics taken outside the discipline. Proficiency in drawing and design must be demonstrated in a Sophomore show before the required thesis show may be undertaken in the Senior year.

**AAR 111 (Modes of Learning)  
Visual Problem Solving**

*Prof. Margaret Rigg*

Systematic approach to visual arts, developing skills in spatial organization, relating forms in sequence, discovering uniqueness, personal approach to solutions, even within narrow, arbitrarily prescribed bounds; developing ability to make, articulate sensitive, astute judgment on the quality of solutions; developing increased dexterity in handling of visual media.

**AAR 112 (Modes of Learning)  
Drawing Fundamentals**

*Prof. Arthur Skinner*

Discovering new ways of seeing, feeling, recording, expressing images, forms. Basic skills course with regular attendance necessary. Freshmen, Sophomores given top enrollment preference. Course may be repeated with different instructor. Materials cost from \$30 to \$50.



**AAR 202 Clay Workshop: Raku Technique**

Japanese Raku technique of firing clay along with variations on technique. Glazing, firing are major emphasis, with some instruction in hand building (none in wheel throwing). Students responsible for showing all their work in individual interviews at end of course. Open to beginning, advanced students. Prerequisites: AAR 111 or AAR 112. Limit 15. Not offered 1981-82.

**AAR 203 Images in Silkscreen**

Screen construction, stencil methods, printing procedures, cleanup, stencil removal. Lecture-demonstrations first half, regular critique meetings second half of course. Instructor available at regularly scheduled times to assist on individual basis during, outside class times. Evaluation on six to eight finished prints, matted, covered with acetate; at least one print using each of four techniques demonstrated. Prerequisites: AAR 111 and/or AAR 112. Not offered 1981-82.

**AAR 222 Clay I***Prof. John Eckert*

For beginners, fundamentals of ceramic materials, handforming, recycling, glazing, firing. Wheel throwing optional. Lab sessions with supervised working time, weekly lectures on technical knowledge. Written final exam. Nominal fee for glaze materials, clay. Permission of instructor required. Limit 18.

**AAR 225 Etching***Prof. Arthur Skinner*

Techniques of etching, hard, soft grounds, aquatint, drypoint, engraving, color printing, embossing, open biting (different technique each week). Experimentation in all techniques required. Students to complete minimum of five etchings with small editions showing evidence of imaginative understanding of medium. Prerequisites: AAR 111 or AAR 112. Limit 15.

**AAR 226 Silkscreen and Mixed Media Printing**

Silkscreen printing: cut film, paper, glue, tuscae, photo stencil methods; linoleum printing, embossing, photo lithography in combination with silkscreen. Demonstrations of printing, matting techniques, group critiques/discussions, individual critiques, lab working time. Evaluation on five silkscreen prints, and one of each of following: silkscreen and linoleum, embossing, photo lithography; each print matted, covered with acetate, accompanied by four unmatted copies. Prerequisite: AAR 111 or AAR 112. Limit 12. Not offered 1981-82.

**AAR 228 Painting Workshop***Prof. James Crane*

Fundamentals of painting. Historical survey of materials, processes. Experimental work in water color, tempera, oil, lacquer, acrylic, etc. Some materials provided; cost of materials \$30 to \$100. Prerequisite: permission of instructor on basis of submitted portfolio. Limit 15. Not offered 1981-82.

**AAR 229 Photography as Image Gathering***Prof. Arthur Skinner*

Techniques, materials, processes, esthetics of taking, processing black and white photos. Homemade pinhole cameras, camera of student's choice with adjustable shutter speed, aperture. Weekly quizzes on text, classroom lectures, notebook of technical data, summaries of darkroom procedures. Cost of materials \$20-\$40. Permission of instructor required. Limit 15.

**AAR 241 Intermediate Drawing***Prof. Margaret Rigg*

Intermediate drawing skills, figure-ground spatial composition, individual development in drawing techniques, formal composition of two-dimensional space, technical mastery, development of images including graphite, pencil, pen and ink, water color, conte crayon, advanced use of pastels, charcoal on fine papers. Cost of materials \$30 to \$50. Prerequisites: AAR 112, permission of instructor. Not offered 1981-82.

**AAR 250 (Directed Study)****History of the Print** *Prof. Arthur Skinner*

Chronological survey of the development and future of the print medium. Counts as one art history credit. Five papers and an oral exam.

**AAR 301 Collage and Assemblage***Prof. Margaret Rigg*

Two and three dimensional objects and images, employing various materials, exploring interface between painting, sculpture. Initial assignments will acquaint students with media, image possibilities with increased latitude for personal exploration as progress is made. Class critiques of works largely produced outside class, occasional demonstrations, slide presentations. Begin collecting magazines for images. Prerequisites: AAR 111, AAR 112. Limit 15.



**AAR 302/303/304 Open Clay Workshop**

Semi-independent work in clay for beginning, advanced students. Critiques, demonstrations, technical lectures, integration of instructor's work with teaching. Exam, final position paper. Prerequisites: AAR 111 or AAR 112, or note from Mentor as to student's ability to work independently. Limit 45. Not offered 1981-82.

**AAR 308 Throwing on the Potter's Wheel**

*Prof. John Eckert*

Throwing instruction, practice. Skill, esthetic considerations, techniques, critiques. Nominal fee for clay, glaze materials. Prerequisites: AAR 302/3/4 or previous experience in clay, permission of instructor. Limit 10.

**AAR 321 Advanced Drawing**

Studio for students ready to do serious work in various drawing media. Basic skills, development of personal mode of expression, critiques, models. Must be capable of working independently, providing own supplies. Permission of instructor required. Not offered 1981-82.

**AAR 322 Advanced Photography Critique**

*Prof. Arthur Skinner*

Four intensive projects involving specific assignments to encourage imaginative examination of the local environment. Critiques weekly. Evaluation on final portfolio of minimum 20 finished mounted prints exhibiting technical excellence, creative insight. Prerequisites: Basic photography or AAR 229. Limit 15. Not offered 1981-82.

**AAR 323 Painting Critique**

*Prof. James Crane*

Independent work with regular critiques for students who have taken Painting Workshop or had prior experience in painting. Not for beginners. No materials provided. Not offered 1981-82.

**AAR 324 American Calligraphy I**

*Prof. Margaret Rigg*

Traditional forms; design of original, consistent alphabets; designing, cutting alphabets from rubber erasers for use with colored stamp pads. Two hours of design, cutting practice for each hour in class. Two finished, matted alphabets, two finished, matted quotations made by self-made stamps or hand-lettering on appropriate fine paper required, with class exhibit of works. Limit 17. Not offered 1981-82.

**AAR 325 American Calligraphy II**

*Prof. Margaret Rigg*

Continues development of understanding history, meaning of fine lettering in American advertising, book printing. One finished, matted calligraphy piece due every two weeks. Quizzes, final project determined by individual skills, interests. Prerequisite: AAR 324. Limit 15.

**AAR 328 Visual Graphics**

*Prof. Arthur Skinner*

Various print media for beginners, but primarily for those who wish to do serious work in printmaking. Independent work, regular group critiques. Prerequisites: AAR 111, AAR 112, or permission of instructor based on sketch book or portfolio.

**AAR 340/420 Studio Critique**

*Prof. James Crane*

Maximum of independence with regular critiques, each student preparing contract for work in media of student's choice. Class time used for review of work, field trips, discussion. Cost of materials \$50-\$100. Prerequisites: AAR 111, AAR 112, any media workshop. Not offered 1981-82.

**AAR 342 Graphics Workshop (Open)**

*Prof. Arthur Skinner*

Experienced printmakers develop skills, imagery in various graphic media. Attendance during lab times essential. Individual, group critiques held regularly. Final portfolio with minimum of seven prints with small editions showing evidence of definite progress in technique, imagery. Prerequisites: AAR 328, AAR 225 or permission of instructor. Limit 15

**AAR 499 Senior Thesis and Show Preparation**

*Prof. Margaret Rigg*

For Senior art majors preparing thesis shows, self structured time to work, regular weekly meetings, critiques, practice in hanging, criticizing shows. Personal, individual discussion time with instructor. Evaluation on quality of show, new works produced, organization, staging of show opening; grades deferred until presentation of show in second semester. Prerequisite: Senior status with major in art, expectations of graduation this school year.

## IAR 322 Art and Industrialization

## IAR 323 Origin of Modernism

For descriptions see LONDON OFFERINGS.

For courses offered in Florence, see ITALY OFFERINGS.

## AVS 388 The Art Experience

For description see VALUES SEQUENCE COLLOQUIA.

## ASTRONOMY, see page 58

## AUTUMN TERM PROJECTS,

see page 79

## BIOLOGY

Requirements for a major ordinarily include demonstration of basic knowledge and understanding of the history, method, and principles of plant and animal morphology, taxonomy, physiology, embryology, genetics, evolution and ecology. This demonstration will be satisfied by successful completion of a Senior comprehensive or thesis exam and the following courses: Marine Invertebrate Biology, Botany (or General Biology as an alternative to either of these) Biology of Vertebrates, Cell Biology, Genetics and Development, Comparative Physiology, either General and Aquatic Ecology or Biology of Marine Vertebrates and an acceptable elective. In addition, each student must satisfactorily complete the Biology Seminar, and concepts of Chemistry I and II. Minimal pre-professional requirements usually further specify advanced courses in chemistry, mathematics, and physics.

### NBI 121 General Biology

*Prof. John Reynolds*

Non-scientists, as well as scientists, need to be aware of scientific bases of issues such as pollution, overexploitation of natural resources. General principles underlying biological science, in order to understand complex phenomena; scientific method; characteristics of, interactions between cells, organs, organisms, populations, communities, ecosystems. Lecture exams, lab quizzes.

### NBI 187 Plant Biology *Prof. Sheila Hanes*

Evolution, diversity of plant life, development of plants, their place in the ecosystem, responses to environmental conditions. Vascular, non-vascular marine, freshwater, land plants. Field trips. Lecture exams, lab reports, final exam.

### NBI 189 Marine Invertebrate Biology

*Prof. John Ferguson*

Structural basis, evolutionary relationships, biological functions, environmental interactions of animal life in the seas. Introduction to biological richness of our local area. Sharpening skills for rational problem solving, including critical observation, delineating boundaries of inquiry, acquiring, analyzing data, communicating findings. Quizzes, exams, lab notebook, group project reports, group, self evaluation forms.

### NBI 200 Biology of Vertebrates

*Prof. George Reid*

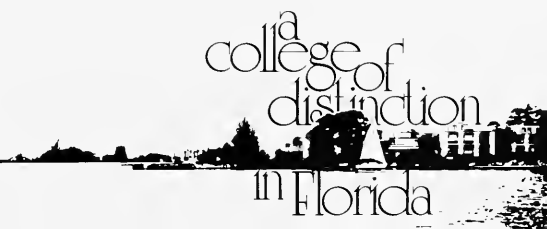
Classification, evolutionary history of vertebrates, their structure, neo-Darwinian evolution, manifestation of evolutionary features as seen in the anatomy of aquatic, terrestrial chordates. Two one-hour lecture/discussion sessions, six hours of lab per week. Written and/or practical exams on completion of dissections, periodically in class.

### NBI 202 Cell Biology *Prof. William Roess*

Cell structure, function, the flow of energy as the unifying principle linking photosynthesis, anaerobic, aerobic respiration, and the expenditure of energy by the cell. Chemical processes in living systems as related to structural subunits of cells. Experiments with molecular, cytological techniques appropriate to investigations in cell biology. Tests, lab reports, final exam. Prerequisite: high school level chemistry, biology. Sophomore standing recommended.

### NBI 204 Microbiology *Prof. Sheila Hanes*

Biology of microorganisms. Lab stresses microbiological techniques, isolation and identification of organisms from selected genera. Tests, lab techniques, final exam.



### **NBI 301 General and Aquatic Ecology**

*Prof. George Reid*

Physical, chemical, biological relationships in natural communities. Environmental factors, populations, community concept, traffic in energy, biogeochemical cycles, social organization in ecosystems. Field work in nearby ponds, Gulf shoreline. Two one-hour lecture/discussion sessions, six hours lab per week. Quizzes, lab techniques, lab report, final exam. Prerequisites: NBI 189, NBI 200, NBI 187, or permission of instructor.

### **NBI 303 Genetics and Development:**

**Interpretive**

*Prof. William Roess*

Mendelian and transcription genetics from historical perspective. Key experiments described in sufficient detail to lead to better understanding of how questions are asked, answered in biological sciences. Gene regulation introduces processes in development. Tests, term paper, final exam. For Junior science students particularly interested in interdisciplinary work, or for less professionally oriented biology majors.

### **NBI 304 Comparative Physiology:**

**Interpretive**

*Prof. John Ferguson*

Physiological mechanisms of animals: osmotic, ion regulation, nutrition, excretion, respiration, circulation, temperature regulation, movement, nervous integration, endocrine function. General principles as revealed through comparative method; integration into other areas of student's interest through interdisciplinary work. Term paper, or other type of activity. Quizzes, exams, prospectus, final report on interpretive work undertaken. Corequisite: NCH 122.

### **NBI 305 Genetics and Development:**

**Investigative**

*Prof. William Roess*

Mendelian and transcription genetics from historical perspective. Key experiments described in sufficient detail to lead student to better understanding of how questions are asked, answered in biological sciences. Gene regulation introduces processes in development. Lecture/lab developing specific skills, including how to grow, maintain, experiment with microbial, possible mammalian tissue culture cells. Tests, lab reports, final exam. For Junior biology majors.

### **NBI 306 Comparative Physiology:**

**Investigative**

*Prof. John Ferguson*

Physiological mechanisms of different animals: osmotic and ion regulation, nutrition, excretion, respiration, circulation, temperature regulation, movement, perception, nervous integration, endocrine function. General principles as revealed through comparative method. Marine organisms, with minor comment on functional processes unique to man. Investigative lab, advanced methodology. Four written lab reports, lab notebook, quizzes, exams. Prerequisite: NBI 305; Corequisite: NCH 222.

### **NBI 307 Biology of Marine Vertebrates**

*Prof. John Reynolds*

Marine vertebrates have fascinated scientists, layperson for centuries, despite logistic difficulties in studying them. Classification, characteristics, general ecology, current research methodology. Field trip reports, lab exercises, term paper involving in-depth literature survey of relevant topic. Prerequisite: NBI 200.

### **NBI 402 Advanced Topics in Ecology**

*Prof. George Reid*

Selected aspects of aquatic or terrestrial ecosystems. Topics to be determined by student interests. Prerequisites: NBI 189, NBI 200, NBI 301.

### **NBI 406 Advanced Topics in Botany**

*Prof. Sheila Hanes*

Subjects investigated will be primarily determined by student interest. Prerequisite: NBI 187.

### **NBI 408 Biology Seminar (2-year sequence)**

*Prof. John Ferguson, Biology Staff*

Seminars, discussions on topical problems in biology, especially those not fully explored in other areas of the biology curriculum; historical heritage of the discipline. Each student makes at least one presentation, attends, actively contributes to all meetings. Junior, Senior biology majors participate for one course credit; Sophomores invited to attend.

### **NBI 422 Advanced Topics in Genetics**

*Prof. William Roess*

Principles of human genetics, genetics of chromosomal abnormalities, physiological defects, behavior disorders. Biological, social implications of advances in human genetics; specific

depth, breadth of study largely determined by interests, background of students. Prerequisite: general genetics or permission of instructor. Not offered 1981-82.

### **NBI 499 Independent Research — Thesis**

Upon invitation, Seniors may design, carry out a creative research program, usually resulting in a written dissertation which is presented, defended in the spring. Each participant will consult closely throughout the course with at least one of the biology faculty. Preliminary prospectus, periodic progress reports, dissertation. Prerequisites: three years of superior work in biology, and invitation from biology faculty.

### **NCM 207 Introduction to Geology**

*Prof. George Reid*

Composition of earth's crust, dynamics, processes leading to present-day land forms; understanding earth materials, forces that modify these substances. Mineralogy, crustal movements, volcanism, ground and surface waters, glaciation covered in first part of course; history of earth, its inhabitants, surface features in second part. Lab on rocks, minerals, fossil types, interpretation of geologic, topographic maps. Field trips. Reports, exams. Offered 1981-82 and alternate years.

### **NVS 482 The Oceans and Man**

### **NVS 483 Ecology, Evolution and Natural Resources**

### **NVS 485 Marine Mammals: Their Biology and Interactions with Man**

For descriptions see VALUES SEQUENCE COLLOQUIA

## **BUSINESS ADMINISTRATION**

A business administration concentration may be elected by a student as a skill area within the management major. Students electing business administration as a skill area within the management major must meet the requirements for the Management programs. See MANAGEMENT for descriptions of those requirements and courses.

## **CHEMISTRY**

Students majoring in chemistry, for the B.A. degree, must take Concepts in Chemistry I and II, Organic Chemistry I and II, Analytical Chemistry, Physical Chemistry I, Advanced Laboratory I, Chemistry Seminar (Junior and Senior years), Cal-

culus I and II, Physics I and II and one upper level chemistry elective. For the B.S. degree, students must take Physical Chemistry II, Advanced Inorganic Chemistry, Advanced Organic Chemistry, and Advanced Laboratory II beyond those courses required for the B.A. degree. In addition, B.S. degree candidates must fulfill the requirement of 16 courses in the Natural Sciences. For either degree, students must maintain a C average in Chemistry and supporting courses.

Juniors and Seniors are involved in Advanced Laboratory I and II, a unique four-semester laboratory program integrating analytical, inorganic instrumental, organic and physical chemical methods and techniques. Projects undertaken are problem-solving oriented and become increasingly sophisticated during the first three semesters of the program. The final semester is devoted to an independent research project of the student's choice.

### **NCH 110 (Modes of Learning) Introduction to Chemistry**

Mathematical, conceptual skills for successful study of chemistry, particularly useful to students with limited backgrounds in mathematics, chemistry who wish to study chemistry and/or the biological sciences. Problem-solving, quantitative relationships inherent in chemical concepts. Quizzes, tests, final exam. Prerequisite: high school algebra.

### **NCH 121 Concepts in Chemistry I**

Principles of modern chemical theory for majors in the sciences. Stoichiometry, periodicity, atomic structure, chemical bonding, molecular geometry; inorganic, organic examples. Physical, chemical behavior of gases, liquids. Lab largely quantitative. Tests, final exam. Prerequisites: high school chemistry course, three years of high school mathematics, or NCH 110 with a grade of C or better.

### **NCH 122 Concepts in Chemistry II**

Principles of modern chemical theory of special importance to later work in chemistry, molecular biology. Thermodynamics, acid-base chemistry, chemical equilibrium, electrochemistry, kinetics, introduction to organic chemistry, biochemistry. Lab largely quantitative, includes use of instrumentation for pH, oxidation-reduction, spectrophotometric measurements. Final exam. Prerequisite: NCH 121 with grade of C or better.



**NCH 221 Organic Chemistry I***Prof. Wayne Guida*

First part of two-course sequence dealing with chemistry of carbon-containing compounds. Reactions, three-dimensional structure, bonding of carbon compounds, particularly hydrocarbons, functional or reactive growth in relation to reactivity of organic compounds. Lab on basic techniques of organic chemistry, preparation of several simple organic compounds. Tests, final exam. Prerequisite: NCH 122 with grade of C or better.

**NCH 222 Organic Chemistry II***Prof. Wayne Guida*

Continuation of study of carbon-containing compounds, proceeding from simpler to more complex functional groups. Spectroscopic methods such as infrared spectroscopy, nuclear magnetic resonance spectroscopy. Lab on preparation of several organic compounds, qualitative methods for determination of unknown organic substances. Tests, final exam. Prerequisite: NCH 221 with grade of C or better.

**NCH 320 Analytical Chemistry***Prof. Richard Neithamer*

Modern analytical separations, measurements, gravimetric, volumetric, instrumental techniques; acid-base redox, solubility, complex ion equilibria; their application to analysis. Lab is first semester of integrated Advanced Laboratory I. Tests, final exam. Prerequisites: NCH 221-222 with grade of C or better, and NMA 131-132. Designed for Junior chemistry majors.

**NCH 325 Physical Chemistry I***Prof. Reggie Hudson*

Ideal, non-ideal gases; kinetic molecular theory; three laws of thermodynamics; free energy, chemical equilibrium; liquids, simple phase equilibria; heterogeneous equilibrium; solutions of electrolytes, non-electrolytes; colligative properties; electrochemistry, chemical kinetics. Lab is second semester of integrated Advanced Laboratory I. Tests, final exam. Prerequisites: NCH 221-222, NCH 320, NMA 131-132, NPH 141-142. For Junior chemistry majors.

**NCH 327 Physical Chemistry I:****Non-Laboratory***Prof. Reggie Hudson*

Ideal, non-ideal gases; kinetic molecular theory; laws of thermodynamics; free energy, chemical

equilibrium; liquids, simple phase equilibria; heterogeneous equilibrium; solutions of electrolytes, non-electrolytes; colligative properties; electrochemistry, chemical kinetics. Tests, final exam, term paper. Prerequisites: NCH 221-222, NMA 131-132, NPH 141-142. NCH 320 strongly recommended. For Junior, Senior majors in sciences other than chemistry.

**NCH 420 Physical Chemistry II***Prof. Reggie Hudson*

Theoretical physical chemical concepts as basis of modern theory of chemical bonding, structure. Wave mechanics, atomic and molecular structure, chemical bonding, spectroscopy, statistical thermodynamics. Lab is first semester of integrated Advanced Laboratory II. Tests, final exam. Prerequisites: NCH 325. For Senior chemistry majors.

**NCH 422 Advanced Organic Chemistry***Prof. Wayne Guida*

Structured elucidation of complex organic molecules via infrared, ultraviolet, nuclear magnetic resonance spectroscopy and mass spectrometry, advanced synthetic methods, elucidation of reaction mechanism, stereo chemistry, molecular rearrangements, organometallic chemistry. Tests, final exam. Prerequisites: NCH 222, NCH 420.

**NCH 424 Advanced Inorganic Chemistry***Prof. Richard Neithamer*

Electronic structure, periodic properties of the atom; theories, properties of covalent bond; stereochemistry in inorganic molecules; inorganic solid state; acid-base chemistry; coordination, organometallic chemistry; application of thermodynamics to inorganic systems, inorganic reaction mechanisms, non-aqueous solvents, boron hydride chemistry. Reading, problem assignments for each class period. Lab is second semester of integrated Advanced Laboratory II. Three exams. Prerequisite: NCH 420. For Senior chemistry majors.

**NCH 425 Biochemistry***Prof. Wayne Guida*

Molecular basis of life, chemical processes which occur in living cells, molecular components of cells, metabolic pathways involved in generation of phosphate bond energy, biosynthetic pathways which utilize phosphate bond energy. Tests, final exam. Prerequisite: NCH 222 with grade of C or better.

**NCH 428 Chemistry Seminar  
(2-year sequence)**

Series of papers, discussions on topics in chemistry, related subjects. Bimonthly meetings with student, faculty, visitor participation. Junior, Senior chemistry majors present one or two papers a year. One course credit on satisfactory completion of the two years of participation.

**NCH 499 Independent Research — Thesis**

Chemistry majors who have demonstrated superior ability in the field may be invited to do independent research with a member of the chemistry staff during their Senior year. The student will be responsible for submitting a proposal of the research planned, carrying out the work, writing a thesis reporting the findings of the research and defending the thesis before a thesis committee.

**NVS 484 Toward the Year 2000**

For description see VALUES SEQUENCE COLLOQUIA

**COLLOQUIA**, see Values Sequence

**COMPARATIVE LITERATURE**

Comparative literature is an interdisciplinary approach to literature. Students declare three areas: 1) five courses in a literature (commonly English and/or American), 2) three courses in a foreign language (such as French, German, or Spanish), of which at least two are literature courses, and 3) two courses in a second foreign language (at any level), or in another discipline (such as history, religion, philosophy, etc.), or in an approved specialty (world literature in translation, myth, the Don Juan tradition, etc.). Students should have one course using comparative methodology. Linguistics and literary criticism are recommended.

**COMPOSITION****FDN 121, 122, 123 Composition**

Personalized to help students become stronger writers; placement levels determined by writing

sample. One or more composition courses are required if initial writing sample does not indicate proficient writing (for more complete explanation of requirement, see page 14.) Clarity, organization, logic, content, mechanics, prewriting, editing, answering essay questions, developing sentences, paragraphs, essays, researching, organizing, documenting papers. Writing regularly in class, grammar, word study, analysis of assignments, discussion, individual conferences. Midterm, final essays.

**FDN 121 Composition**

First in sequence of composition skills offerings, designed to help master the expository essay. Structure, techniques, patterns for introductory, body, concluding paragraphs, sentence structure, vocabulary, stylistic choices. Limit 20.

**FDN 122 Composition**

Second in the composition sequence; study, practice, develop ways to explain, inform reader about writer's subject. Practicable writing assignments in description, narration, exposition, argumentation; techniques used in models written by skillful writers; writing in and out of class, representative of model types. Limit 20.

**FDN 123 Composition**

Third in composition sequence; flexibility of lab sessions, workshops, conferences to meet individual need. Concentration on particular skills which have not been mastered; improving, polishing writing. Personalized writing assignments for level of achievement. Limit 20.

**CREATIVE WRITING**

The Writing Workshop helps develop serious writers—students who think of themselves primarily as writers and students for whom writing will be an important avocation. Students develop their curriculum individually in consultation with the Mentor. Course work varies considerably, but normally must include at least two workshops (selected from offerings in such subjects as poetry, fiction, playwriting, reviews and journalism) and six other courses in literature. Seniors are required to complete a thesis or Senior manuscript.



**AWW 231 Children's Literature Workshop**  
*Prof. Peter Meinke*

Reading, writing fiction, verse, exploring possibilities of children's literature. Students bring their own work to class for discussion, evaluation. Open to all, preference given to upperclass students. Permission of instructor required. Limit 15. Offered 1982-83 and alternate years.

**AWW 2/3/427 Fiction Workshop**

Various fictional techniques. Students bring their stories, sketches for discussion, review in class. Familiarity with current fiction, books about current fiction encouraged. Open to all, preference given to upperclass students. Permission of instructor required. Limit 15.

**AWW 2/3/428 Fiction Workshop**  
*Prof. Sterling Watson*

Fiction writing, emphasis on short story. Students' stories read aloud, discussed in class. Familiarity with varieties of fiction, primary sources for commentary. Writing, rewriting, critical principles, development of works through several phases of composition from "dynamiting to diamond cutting." Students may take this course more than once. Permission of instructor required.

**AWW 2/3/429 Poetry Workshop**

Forms and techniques in poetry. Students submit their poems for discussion, review. Familiarity with current poetry magazines encouraged. Open to all, preference given upperclass students. Permission of instructor required.

**AWW 331 One-Act Play Workshop**  
*Prof. Sterling Watson*

Reading, writing one-act plays, short drama. At least 25 short plays, including traditional and experimental forms. Each student will write at least five plays, some of which will be read, discussed in class. Production of original plays encouraged. Permission of instructor required. Limit 15.

**AVS 382 Poetry and Values in Contemporary America**

For descriptions see VALUES SEQUENCE COLLOQUIA

**DIRECTED STUDY COURSES**

see Index.

**EAST ASIAN AREA STUDIES**

A concentration in East Asian Area Studies may be planned through a supervising committee of three faculty members.

**CAS 282 East Asian Area Studies**

For description, see AREA STUDIES.

**ECONOMICS**

In addition to the collegial requirements of statistics and two modes of learning courses, students majoring in economics are required to take a minimum of eight economics courses and Calculus I. All students will take Principles of Microeconomics, Principles of Macroeconomics, Intermediate Microeconomics, Intermediate Macroeconomics and History of Economic Thought. In addition, students will choose electives from a list of approved courses. Independent study courses supervised by the economics faculty can count as economics electives.

**BEC 281 Principles of Microeconomics**

*Profs. Tom Oberhofer,  
Peter Hammerschmidt*

Principles of price theory, their application. Operation of market system illustrated with examples of recent farm and energy problems. Industrial structure, pricing of output under different competitive structures. One-hour tests, final exam. Required of all students majoring in economics.

**BEC 282 Principles of Macroeconomics**

*Profs. Tom Oberhofer,  
Peter Hammerschmidt*

National income determination theory. Analysis of national income, role of federal government in maintaining high level of income, employment without inflation, monetary, fiscal policy. Model of economy developed, used to study recent problems of inflation, recession, balance of payments deficits. Tests, final exam. Required of all students majoring in economics.

**BEC 381 Intermediate Microeconomics**

Continuation of Principles of Microeconomics. Theoretical basis for consumer demand theory; empirical, methodological problems in operationalizing demand theory; pricing, output decisions of industries, firms using simple mathematical, geometric models; price, output adjustments firms, industries make when confronted with initial disequilibrium situations. Three one-hour tests, final exam. Prerequisite: BEC 281. Required for all students majoring in economics.

**BEC 382 Intermediate Macroeconomics**

*Prof. Tom Oberhofer*

Basic determinants of aggregate demand, supply. National income accounts; static analysis of aggregate market for goods, services using Keynesian and neo-classical approaches; applications of macro theory to problems of domestic stabilization, balance of payments. Tests, paper, final exam. Prerequisites: BEC 282, BCM 260.

**BEC 384 Managerial Economics**

*Prof. Peter Hammerschmidt*

Applying theoretical economics to problems of private business managers. Using economic tools in resolving problems. Primarily for students majoring in management, but any economics student will benefit from the course. Homework, exams. Prerequisite: BEC 281 or permission of instructor.

**BEC 386 Money and Banking**

*Prof. Peter Hammerschmidt*

Structure of commercial banking in U.S., how structure evolved; functions banks perform in today's modern market economy; monetary theory; understanding money economy. Primarily for students majoring in economics, or management with an economics emphasis. Prerequisite: BEC 282.

**BEC 388 Economic Development**

*Prof. Tom Oberhofer*

Problems faced by economically developing countries: factors contributing to or retarding economic development; how domestic, international resources can be utilized in pursuit of development goals. Cultural, political, economic aspects of development. Paper, exams. Prerequisite: BEC 281 or 282.

**BEC 389 Natural Resource and Environmental Economics**

*Prof. Peter Hammerschmidt*

Physical environmental problems due to market failure (externalities) associated with population growth, economic growth, exploitation of natural resources. Benefit-cost analysis, cost-effective analysis to help correct problem of resource misallocation, environmental degradation. In-class exams, paper or project on contemporary environmental or natural resource problem. Prerequisite: BEC 281.

**BEC 484 Public Finance**

*Prof. Tom Oberhofer*

Fiscal operations of federal, state, local governments; major components of American tax system (income, sales, property, social security); expenditure patterns for all levels of government. Fiscal relations between different levels of government, revenue sharing, distributional impact of fiscal system, policy options available to government for dealing with poverty, education, economic growth. Tests, paper, final exam. Prerequisites: BEC 281 or 282, BCM 260.

**BEC 486 The History of Economic Thought**

*Prof. Peter Hammerschmidt*

Primary writings, works, social, historical environment of major economic theorists since Adam Smith: Smith, Ricardo, Malthus, Bentham, Say, Senior, Mill, Durkheim, Marx, Weber, Veblen, Keynes, others. Paper on specific author, midterm, final exam. Prerequisite: BEC 281.

**BVS 430 The Social (Economic) Construction of Reality**

For description see VALUES SEQUENCE COLLOQUIA

**EDUCATION**

The Director of Teacher Education is responsible for all programs approved by the Florida State Department of Education. Students considering teaching as a possible profession or Education as a field of study should contact the Director of Teacher Education in the Creative Arts Collegium, and request a copy of **The Education Student Handbook**. The handbook outlines all guidelines and requirements for teacher certification programs.



### Elementary Education

The Elementary Education major requires a minimum of 15 courses in general education, with not fewer than two courses and not more than four courses earned in each of the five following areas: communication (two to four courses), human adjustment (four courses), biological sciences, physical sciences and mathematics (two courses), social sciences (two to four courses), humanities and applied arts (four courses to include one in art, one in music, one in leisure recreation/movement). The major also requires seven courses and one winter term of professional preparation. Each student will be expected to have a period of intensive study off campus in a culture other than his/her own. Students majoring in Elementary Education must meet all requirements stated in **The Education Student Handbook**.

### Secondary Education

Eckerd college has approved programs for Secondary Education in Art (K-12), Biology (7-12), English (7-12), French (7-12), German (7-12), History (7-12), Mathematics (7-12), Music (K-12), Psychology (7-12), Social Studies (7-12) and Spanish (7-12). The 7-12 certification programs include completion of six courses in professional education and sufficient required courses to qualify for a major in the content area. For K-12 certification in Art and Music the student must complete the aforementioned program and one course in Elementary Education Methods. Students seeking secondary certification must meet all requirements stated in **The Education Student Handbook**.

### Early Childhood Certification

Students may wish to add Early Childhood Education certification to the Elementary Education major. This would require completion of major requirements as well as two courses in Early Childhood Education.

### Child Development

The Child Development concentration is designed for those students who wish to work with children outside the public school classroom. Students selecting this concentration are not certified by the State of Florida as classroom teachers. Instead the concentration focuses on an excellent background in the liberal arts, child development and psychology to prepare students for a variety of child centered careers. The Child Development concentration includes: (1) the basic core (Development of the Young Child, The Creative Process, The Family, Observational Method-

ologies, Seminar in Child Development Research, Statistics, Adolescent Psychology, Developmental Psychology, Education of the Young Child, and Practicum and Seminar in Child Services), (2) an area of emphasis, (3) an internship, (4) a comprehensive examination, thesis or project, and (5) a winter term in Child Development. The area of emphasis (No. 2 above) includes at least five courses that correspond to the student's longrange professional goals, i.e., history or political science correspond to interest in child advocacy or educational law; literature corresponds to children's librarianship; creative writing corresponds to children's authorship and publishing.

### AED 113 (Modes of Learning) The Creative Process

*Prof. Richard Bredenberg*

Learning-by-doing: creative problem solving, awareness of own creative processes, nurturing personal creativity, helping to foster it in others. Practice problems representative of those encountered in academic studies and environment, work, the larger community. Final exam.

### AED 118 (Modes of Learning) Development of the Young Child

*Prof. Molly Ransbury*

Growth of child from infancy to age six; biological, familial, cultural influences; design of outstanding early education practices. Students observe one child with attention to individual differences including birth order, sensory stimulation and deprivation, sex, race, social class in relation to intellectual functioning, socialization patterns, aptitudes. Investigative paper, creative project, two exams.

### AED 119 (Modes of Learning) Environments of Learning

*Prof. Richard Bredenberg*

Formal, informal learning environments; how learners learn, how teachers teach; schools (public, private, traditional, innovative); other learning centers (libraries, museums, galleries, science centers, business places, correctional institutions, churches); programs (for handicapped, gifted, average, child, adult, aged). Appraising teaching, managerial skills of programs in relation to learning theory. Six field trips. Each student researches one program in depth, participating as para-professional for 40 hours. Journal, two exams. Offered 1981-82 and alternate years.

**AED 203 Education of the Young Child***Prof. Molly Ransbury*

Development, implementation of optimum learning environment for children. Theorists such as Piaget, Steiner, Froebel, Kohlberg. Planning learning environments that foster physical, intellectual, spiritual development. Students posit political, psychological, sociocultural theory of education, design instructional model. Prerequisite: AED 118.

**AED/APS 207 Group Dynamics***Prof. Kathryn Watson*

Theories of group process, laboratory approaches to group study, primary observation, analysis of small groups. Transitional stages of groups, individual roles within groups, leadership styles, other factors related to functioning, malfunctioning of groups. Midterm exam, three short papers.

**AED 322 Methods of Teaching Reading***Prof. Molly Ransbury*

Theory of reading; practice in recognizing, diagnosing reading problems. Developing competency in evaluating pre-reading skills through series of seminars, one-to-one experiences with children; decoding, comprehension reference, study skills. Analysis of case study, development of individualized program design, implementation of reading activities in public schools; oral presentation about instructional considerations for working with exceptional child. Final exam.

**AED 323 Observation Methodologies***Prof. Kathryn Watson*

Observation, a fundamental way to learn about children, their interactions with environment, people, has aided researchers in establishing norms of growth, behavior; provided primary data to build developmental theories. Process, techniques for data collection from infancy to adolescence; formulating, testing hypotheses of human development. Direct observation, interview techniques, content analysis: diary, specimen descriptions; time, event sampling; trait rating, life setting descriptions. Two exams. Prerequisites: BPS 112, BPS 300 or AED 118.

**AED 350 (Directed Study)****Introduction to the Education of Exceptional Children***Prof. Molly Ransbury*

Survey of field of education of exceptional children; nature, needs of children with specific physical, mental, emotional exceptionalities. Students participate in school-based exceptional child program. Three short papers, each focusing on different exceptionality; research paper, final exam.

**AED/IED 351 (Directed Study)****British Innovative Education***Prof. Molly Ransbury*

For description see IED 351 under London offerings.

**AED 401 Elementary Education Methods I***Prof. Kathryn Watson*

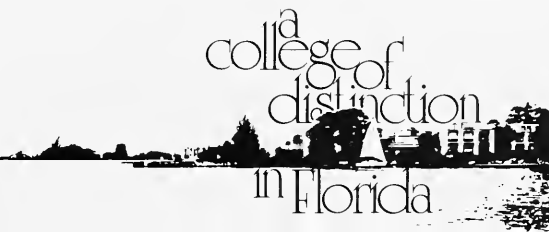
Theory, practical application of methodologies of academic instruction. Seminars, individual conferences, observations, experiences with children; explore, plan, evaluate approaches to teaching. Tutoring journal, designing educational materials for classroom use, midterm, final exams.

**AED/APS 421 Psychology for Education***Prof. Molly Ransbury*

Psychological foundations of education; applied aspects of major approaches to educational psychology: behavioral, humanistic, cognitive; applications of these approaches to development, learning, testing, management. Two exams, research project, text case studies. Permission of instructor required.

**AED 422/3/4****Professional Elementary Education***Profs. Molly Ransbury, Kathryn Watson*

Professional semester for Elementary Education interns. Participation in all phases of elementary school operation. Interns practice teaching skills at primary, intermediate levels in open space, self-contained, team-teaching methods of classroom organization. Direct study with school principal, social worker, guidance counselor, learning resources director, language arts spe-



cialist, art, music, physical education teachers. Prerequisites: admission to Teacher Education program, successful completion of all courses for Elementary Education certification except AVS 364.

### AED 431 Secondary Education Methods

*Prof. Richard Bredenberg*

Experience in theory, practice of instructional methodologies. Working with public school teacher for ten hours per week for one semester, assisting in individualized instruction, tutoring small groups, teaching micro-lessons. Written self-appraisal as candidate for teaching profession, written evaluation by public school directing teacher. Prerequisite: admission to Teacher Education program.

### AED 435/6/7 Professional Education

*Prof. Richard Bredenberg*

First part of semester includes experiences in classroom teaching: audio-visual materials, applications of learning theory to classroom, special methods of teaching, knowledge of operation of public schools, recent innovations in education; followed by nine weeks, student teaching, assuming full responsibility. Prerequisites: BPS 112, AED 431, admission to Teacher Education program.

### AVS 364 The School: Locus of Culture and Change

### AVS 484 Issues in Education

For descriptions see VALUES SEQUENCE COLLOQUIA

## ENGINEERING AND APPLIED SCIENCE — DUAL DEGREE PROGRAM

For description see page 10.

## ENVIRONMENTAL STUDIES/ EARTH SCIENCES

A student may plan an **Environmental Studies** program which will fit individual needs under the guidance and approval of a faculty supervisory committee. Several particular areas of study are

especially pertinent to the Environmental Studies. These include: Invertebrate Zoology, Botany, Ecology, Advanced Topics in Ecology, Chemistry I and II, Statistics, Precalculus Skills, Computer Programming, Social Psychology and Cultural Anthropology. For either a B.A. or B.S. degree, students will ordinarily be expected to do a Senior thesis concerning some aspect of the local environment. Additional supporting courses in the Natural and/or Behavioral Sciences will be recommended depending upon the specific direction a student wishes to take.

Students may obtain emphasis in **Earth Sciences** by selecting courses in geology, oceanography and astronomy along with a broad selection of courses in chemistry, biology and physics and specific in-depth study in one of the disciplines of the Natural Sciences. The student program will be under the guidance and approval of a Faculty Supervisory Committee.

Refer to the following course descriptions related to the Environmental Studies/Earth Sciences major:

NBI 187	Plant Biology
NBI 189	Marine Invertebrate Biology
NBI 301	General and Aquatic Ecology
NBI 307	Biology of Marine Vertebrates
NBI 402	Advanced Topics in Ecology
NCM 205	Astronomy
NCM 207	Geology
NVS 482	The Oceans and Man
NVS 483	Ecology, Evolution and Natural Resources
NCH 121	Concepts in Chemistry I
NCH 122	Concepts in Chemistry II
NPH 141	Fundamental Physics I
NPH 142	Fundamental Physics II
NCM 113	Computer Algorithms and Programming
NMA 114	Statistics, an Introduction
BPS 302	Social Psychology

Other courses to be announced: **Meteorology and Climatology, Paleontology, Geography, Cultural Anthropology.**

## FINANCE

A finance concentration may be elected by a student as a skill area within the management major. Students electing finance as a skill area within the management major must meet requirements for the Management programs. See **MANAGEMENT** for descriptions of those requirements and courses.

## FOUNDATIONS COLLOQUIA

see VALUES SEQUENCE COLLOQUIA

## FRENCH

For a major in French, eight courses beyond elementary French are required, and students may choose from among the following offerings: Intermediate French I and II, Introduction to French Literature, Advanced Conversational French, Advanced Composition and Grammar, Survey of French Literature to 1600, The Classical Theatre, Eighteenth Century French Literature, Nineteenth Century French Literature, Twentieth Century French Literature, and French Area Studies. Supporting work in other areas is advisable. Study abroad during the Junior year in Avignon at the Institute for American Universities (with which Eckerd is affiliated) is strongly recommended.

### CFR/LFR 110 (Modes of Learning)

#### CFR/LFR 102 Elementary French

*Profs. Henry Genz, Réjane Genz*

Listening comprehension, speaking, reading, writing, methods, techniques used in language learning. Class sessions and listening, speaking practice laboratory. Prerequisite for 102 is 110 or equivalent.

### CFR 105 Reading French: A Direct Approach

*Prof. Henry Genz*

For students with little or no previous study of French who would like to acquire basic reading knowledge in short period. Vocabulary, idioms, grammar, extensive practice in translating from French to English. Reading project of choice. Translation from French to English of research articles in major field encouraged. Open to those with no more than one year of college French. Not offered 1981-82.

### CFR 201 Intermediate French

#### CFR 202 Intermediate French

*Profs. Henry Genz, Réjane Genz*

Reading short stories, essays, novel excerpts by outstanding writers; grammar review, lab practice, films, simultaneous development of speaking, oral comprehension, reading, writing. Bi-weekly tests, outside project, final exam. Prerequisite: For 201, two courses of college French or two years of high school French; for 202, 201 or equivalent.

### LFR 301 Introduction to French Literature I

*Prof. Réjane Genz*

Furthering knowledge of French language through literature. Not a survey of literature; most plays, novels by contemporary writers: Gide, Mauriac, Camus, Saint-Exupéry, Ionesco, etc. Class meetings consist entirely of discussions; participation an important factor. Journal, final exam. Prerequisite: third year proficiency in French.

### LFR 320 Advanced Conversational French

*Prof. Réjane Genz*

Colloquial French, with students suggesting topics of conversation. Articles in French magazines, handling all types of correspondence in French, writing newspaper articles. Prerequisite: third year proficiency expected; second year students admitted with permission of instructor. Not offered 1981-82.

### CFR 402 Survey of French Literature to 1600

*Prof. Henry Genz*

Representative medieval, Renaissance works including *La Chanson de Roland*, *Le Roman de la rose*, selected poems of Villon, Du Bellay and Ronsard, *Gargantua and Pantagruel*, selected essays of Montaigne. Oral reports, paper, final exam. Taught in French. Prerequisite: third-year college French course. Not offered 1981-82.

### LFR 405 Twentieth Century French Literature

*Prof. Réjane Genz*

Works of contemporary French poets, playwrights, novelists, including Valéry, Proust, Gide, Claudel, Mauriac, Colette, Camus. Discussions in French. Journal. Prerequisite: third year French course or permission of instructor. Offered 1981-82 and alternate years.

### LFR 423 Nineteenth Century French Literature

*Prof. Réjane Genz*

Works of most important novelists, poets of the period, including Balzac, Stendhal, Flaubert, Zola, Baudelaire, Rimbaud, Mallarmé. Journal. Prerequisite: Normally three years of college French or equivalent; any student with good reading knowledge of French is eligible. Offered in 1982-83 and alternate years.



**CFR 429 French Literature of the Eighteenth Century** *Prof. Henry Genz*

Important literary figures of period including Voltaire, Rousseau, Prevost, Condillac, Buffon, Montesquieu. Lectures, discussion, explication de textes, oral reports based on outside readings. Paper, midterm, final exam. Taught in French. Prerequisite: 18 semester hours of college French or equivalent.

**CFR 432 Classical Theatre** *Prof. Henry Genz*

Plays of Corneille, Racine, Moliere. Explication de textes; oral, written reports. Paper, final exam. Prerequisite: 18 semester hours of college French or equivalent. Taught in French. Not offered in 1981-82.

**LAS/LLI 231 Modern French Culture Through Literature**

For description see LITERATURE.

**CAS 284 French Area Studies**

For description, see AREA STUDIES.

## GEOGRAPHY

**CGE 250 (Directed Study) Geography** *Prof. Dudley DeGroot*

Basic concepts, theories, substantive material of modern geography. Relationship between material environment, human cultural systems. Series of exercises, map work, reading notebook.

**CGE 350 (Directed Study) World Regional Geography** *Prof. Dudley DeGroot*

Relationship of human activities to natural environment on world wide basis; relationship between such geographic variables as soils, land forms, climate, vegetables, minerals, cultural systems of different areas of world. Series of short problem papers, compilation of glossary, reading notebook.

## GEOLOGY

For description see page 25.

## GERMAN

A student who wishes to major in German language and literature must complete eight courses in that subject beyond elementary German. The student must also complete a reading list of major German authors or works not covered by course offerings. Study abroad is strongly recommended.

**CGR 110 (Modes of Learning)  
CGR 102 Elementary German**

*Prof. Kenneth Keeton*

Language through films discussed by method appropriate to need, learning habits: patterning or grammatical analysis. Will enable student to function in German-speaking country, pursue further study of language, literature. Films supplemented by reading. Quizzes, final oral/written exam. Prerequisite for 102 is 110 or equivalent.

**CGR 150/151 (Directed Study)  
Programmed Elementary German I, II**

**CGR 250/251 (Directed Study)  
Grammar Review/Intermediate German**

*Prof. Kenneth Keeton*

Programmed course allows student with language aptitude to move at own pace. Grammar, speech, texts, tapes. Weekly quizzes, final oral/written exam.

**CGR 201/202 Intermediate German  
Through Film III, IV** *Prof. Kenneth Keeton*

Filmed episodes (26) provide basis for structural study of language, continued development of basic skills through use of German in class discussion. Films produced in Germany offer introduction to German culture, life-styles, native language models; reading text, reviewing grammar. Quizzes, oral/written assignments. Prerequisites: 110/102 for 201; 201 for 202.

**CGR 301/302 Introduction to German  
Literature and Life** *Prof. Kenneth Keeton*

Contemporary German literature, life. Readings chosen according to student ability, interest. Modern fiction, magazines. Prerequisite: 202 or equivalent.



**CGR/CLI 304 The Novels of**

**Hermann Hesse** *Prof. Kenneth Keeton*

Novels of Hermann Hesse in German for German credit; or in translation. Class discussion led by students, individual students as resource persons for particular novels. Final comparative term paper, and/or take-home final exam. Offered in 1982-83.

**CGR 350 (Directed Study)**

**German Phonetics** *Prof. Kenneth Keeton*

Directed study through text, tapes by native speakers; required for future teachers of German. Phonetic alphabet, speech patterning, inflection of High German through written, oral example. Final exam: oral, written transcription from Roman script to phonetics, phonetics to Roman.

**CGR/CLI 351 (Directed Study)**

**Life and Works of Franz Kafka**  
*Prof. Kenneth Keeton*

Major short stories, three novels, two volumes of diaries of Franz Kafka may be taken in either German or English. Biographical material, selected critical readings. Weekly discussions, assignments in writing, term paper. Prerequisite: none for English; advanced standing for German.

**CAS/CLI 235 German Culture  
Through Literature**

For description see LITERATURE

## HEBREW

**CHE 101/102 Introduction to Modern**

**Hebrew** *Rabbi Morris Chapman*

Introductory conversation, reading, composition, grammar. Comprehending written, oral Hebrew. Prerequisite: permission of instructor.

**CHE 201/202 Intermediate Modern**

**Hebrew** *Rabbi Morris Chapman*

More intensive approach to conversational Hebrew, appreciation of Jewish concepts. Special attention to individual needs. Prerequisite: 102 or permission of instructor.

**CHE 301/302 Advanced Modern Hebrew**

*Rabbi Morris Chapman*

In depth study of fine points of Hebrew grammar, idiomatic oral expression. Emphasis on individual's special area, interest. Prerequisite: 202 or permission of instructor.

## HISTORY

Students majoring in history will take a minimum of eight courses and one winter term project in history. At least three courses must be in European history and at least three courses must be in U.S. history. The comprehensive examination will be an integrative examination covering the work offered for the major and will require students to demonstrate competence in historiographical skills and knowledge. Students who have demonstrated their proficiency in history may be invited to write a Senior thesis in place of the comprehensive examination.

**LHI 111 (Modes of Learning)**

**The Nature of History: World War II**

*Prof. William Wilbur*

Kinds of questions historians ask, materials they utilize, historical approaches, philosophical issues. Critical thinking, growth of historical understanding through analysis of era of World War II. Origins, course, consequences of the war through readings, discussions, lectures, films, focusing on important historical problems rather than general coverage of the war. Three short papers.

**CHI 113 (Modes of Learning)**

**Revolutions in the Modern World**

*Prof. William Parsons*

Revolution in modern world from three perspectives: idiographic phenomenon with an in-depth examination of French, Russian Revolutions; comparative study; leadership, with particular emphasis on Mao Tse-Tung's role in Chinese revolution. Three short papers, medium length research paper on a revolution, or some aspect of revolution not dealt with by entire class. Two one-hour exams.



### **CHI 114 (Modes of Learning)**

**Global History** *Prof. William Parsons*

Overview of history of humankind from emergence of major Eurasian civilizations to present. Cultural diffusion, interaction of cultures as developed by historian William McNeill. Reasons for rise of West, interaction of Western ideas, institutions with rest of world since 1500. Book review, research paper, two one-hour exams, final exam. Not offered in 1981-82.

### **LHI 116 Your Family in American History**

**LHI 150 (Directed Study)**

*Prof. William McKee*

History of student's own family within context of American history, development of American communities, migrations of peoples, the depression, World War II, post-war American society; meaning of American Dream to different generations. Research in family records, interviews with family members, background reading in recent American social history. Several preliminary papers, major paper on history of family. Not offered in 1981-82.

### **LHI/LAS 202 Europe in Transition: 1300-1815**

*Prof. William Wilbur*

Examination of medieval roots of modern European cultures, contributions of Renaissance, Reformation, economic and geographical expansion of Europe, scientific revolution, Enlightenment, French, Industrial Revolutions to modern Europe. Short oral/written reports, two exams.

### **LHI/CAS 203 The Foundations of Contemporary Europe: 1815-1945**

*Prof. William Wilbur*

European nationalism, liberalism, industrial revolution, rise of mass democracy, modern political parties, Marxism and class conflict, nature of "new" imperialism, World War I, its consequences, Russian Revolution, the depression, rise of totalitarian dictatorships; intellectual developments such as Romanticism, Social Darwinism, existentialism, Freudian psychology, their historical context, impact on Western society. Oral/written reports, midterm test, final exam.

### **LHI 223 History of the United States to 1877**

*Prof. William McKee*

History of United States from the colonial beginnings to aftermath of Civil War. Colonial foundations of American society, culture, American Revolution, development of democratic society,

slavery, Civil War, Reconstruction; various interpretations of American experience, reading widely in historical literature. Papers, midterm, final exam.

### **LHI 224 History of the United States**

**Since 1877**

*Prof. Carolyn Johnston*

Transformation of United States during past century from agrarian to industrial nation. Impact of industrial revolution, urbanization, rise to world power, maturing of American capitalism, New Deal, world war, cold war, recent developments in American society. Social, cultural developments, political, economic history, reading widely in history of period. Papers, midterm, final exam.

### **LHI 240 History of England to 1714**

**LHI/IHI 250 (Directed Study)**

*Prof. William Wilbur*

History of England from Roman occupation to accession of George I; significance for Americans. Sources of English history, gradual unification after collapse of Roman rule, Norman Conquest and feudalism, growth of common law, rise of Parliament, Tudor revolution, Anglican Reformation, revolutions in 17th century, triumph of parliamentary oligarchy. Papers, midterm, final exam. Not offered 1981-82.

### **LHI 241 History of Modern Britain**

**Since 1714**

**LHI/IHI 251 (Directed Study)**

*Prof. William Wilbur*

Development of modern Britain from accession of George I to modern times. Industrial Revolution, world's largest empire, cabinet system of government, transformation from agrarian oligarchy to industrial democracy, welfare state, loss of imperial power. Papers, midterm, final exam. Prerequisite: LHI 240 or permission of instructor.

### **CHI/CAS 241 The Rise of Russia**

*Prof. William Parsons*

Evolution of Russian state, society from origins in ninth century to 1801. External factors: Byzantium, Mongol Invasion, conflicts with Germans, Poles, Swedes, influence of West; development of uniquely Russian civilization. Russian, Soviet historians interpretations of past. Oral/written reports, final exam.

**CHI 242 Modern Russia and the Soviet Union***Prof. William Parsons*

Russia in nineteenth, twentieth centuries: Imperial Russia; Russian revolutionary tradition; continuity, change in Russia; Soviet history; Soviet Union as totalitarian society, as world power. Papers, final exam. Not offered in 1981-82.

**CHI 243 Cultural History of Russia***Prof. William Parsons*

Cultural epochs in Russian history: Kievan, Muscovite, Russian culture as part of Europeanization initiated by Peter the Great and his successors, Golden Age of Russian culture in nineteenth century, revolutionary culture, Soviet attitudes toward culture following revolution. Papers, final exam. Permission of instructor required for Freshmen. Not offered 1981-82.

**LHI 248 History and Appreciation of Modern Painting***Prof. Keith Irwin*

European painting from Cezanne through World War II. Progress, fluctuations in painting, relationships of art with larger events of period; various schools, institutional groupings of artists; analyzing, appreciating painting; lives, personalities of painters. Permission of instructor required for Freshmen. Offered 1982-83 and alternate years.

**CHI 150 (Directed Study) Japanese Cultural History***Prof. Gilbert Johnston*

Japanese culture using historical approach; considerably more detail than in East Asian Area studies. Aspects of culture: art, religion, literature, dominant values, political structures. Modern Japan; unique values, cultural patterns of past. Papers, longer examination paper at end. CAS 282 is recommended as prerequisite.

**LHI/IHI 252 (Directed Study)****History of London***Prof. William Wilbur*

For description see IHI 252 under London offerings.

**LHI 253 (Directed Study)****United States History***Prof. William McKee*

Historical development of democratic civilization in U.S. Social, economic, political developments significant in shaping contemporary American society: colonial foundations, American revolution, nineteenth-century democracy, slav-

ery, Reconstruction, Industrial Revolution, New Deal. Paper on each topic based on assigned readings, final exam.

**LHI 281 History of Canada Since the French Settlement***Prof. William Wilbur*

Process by which Canada developed from few scattered colonies into independent nation based on two linguistic, cultural groups, French and English. Differences from American experience, focusing on political, economic, social, religious cultural forces which shaped Canadian society. Films, audio-visuals. Oral/written reports, final exam. Not offered 1981-82.

**LHI 301 The Growth of the American Industrial Economy***Prof. William McKee*

Historical examination of growth of American industrial economy since early nineteenth century. Beginnings of national economic growth, industrial revolution, resulting transformation of American society, role of entrepreneur, rise of corporation, consolidation of business, development of business thought, responses to industrialization, development of organized labor, evolution of public economic policy from Progressive Movement through New Deal to present, development of present mixed economy, prospects for future of American capitalism. Papers, research project, midterm, final exam.

**LHI 302 Modern European Economic History: Economic Growth, Industrialization and Economic Integration, 1850-1970***Prof. William Wilbur*

Comparative study of economic growth in industrial Europe, relationships of economic, political change; managerial styles in public, private sectors; development of social welfare legislation; economic planning; effort to integrate European economy through European economic community. Comparisons with underdeveloped areas. Oral/written reports on problems, countries; two one-hour exams. Not offered 1981-82.



### **LHI 321 Women in Modern America: The Hand that Cradles the Rock**

*Prof. Carolyn Johnston*

Changes in economic, political, legal, cultural position of women in America. Feminist theory, growth of women's movements, minority women, working women, changes in women's health, birth control, images of women in literature, film. Journals, paper, class presentations.

### **LHI 322 The United States as a World Power**

*Prof. William McKee*

Role of U.S. in world affairs in twentieth century. History of American foreign policy, views of role of U.S. in world: imperialism, internationalism, isolationism, pacifism, collective security, "New Left" anti-imperialism, etc. Recent controversies over origin, nature of Cold War. Term paper examining views of significant American leader on role of U.S. in world affairs. Open to students with some previous work in American history or political science. Offered 1982-83 and alternate years.

### **LHI 323 From the Flapper to Rosie the Riveter: History of Women in the United States (1920-1945)**

*Prof. Carolyn Johnston*

History of American women and the family. Oral history; images of women in popular culture, literature; impact of Great Depression, World War II on American family. First half of course concentrates on primary, secondary readings; second half on original research. Research paper. Offered 1982-83 and alternate years.

### **LHI 341 History and Appreciation of Renaissance Art and Architecture**

*Prof. Keith Irwin*

Revolution in artistic imagination in thirteenth century Italy profoundly conditioning art of West: art, architecture of medieval renaissance periods in western Europe, character of change in vision, artistic product. Films, slides. Papers, exam. Permission of instructor required for Freshmen.

### **LHI 345 American Social and Intellectual History I**

*Prof. William McKee*

History of American thought, culture, social institutions from colonial period to 1865. Thought of Puritanism, Enlightenment, nineteenth century democracy; slavery, racism as contradictions to prevailing democratic culture, pro-slavery,

anti-slavery literature. Advanced level course, some previous college work in American history assumed. Offered 1981-82 and alternate years.

### **LHI 346 American Social and Intellectual History II**

*Prof. William McKee*

History of American thought, culture, social institutions from 1865 to present. Impact on American thought of Darwinism, industrialism; Progressive Movement; crisis of liberal democracy in twentieth century. Two one-hour tests, term paper, final exam. Advanced level course, some previous college work in American history assumed. Offered 1981-82 and alternate years.

### **LHI 348 The New Deal**

*Prof. William McKee*

America during 1930s: impact of depression on American life, contributions of New Deal. Thesis that depression marked watershed in recent American history, New Deal established basis for contemporary democratic consensus, outlines of liberal capitalistic welfare state examined. Papers on common reading, major research paper or project. Not open to Freshmen. Offered 1982-83 and alternate years.

### **LHI 350 (Directed Study) History of the British Empire-Commonwealth Since 1783**

*Prof. William Wilbur*

"Second" British Empire, period since loss of British North American colonies. Causes, nature, consequences of British imperial expansion in nineteenth century, reasons for collapse of British power in twentieth century. Four/five written/oral research reports, term paper on problem of student's selection. Prerequisite: college course in modern European or British history.

### **LHI 351 (Directed Study) The Industrial Revolution in America**

*Prof. William McKee*

Impact of industrial revolution on American life during last three decades of nineteenth century. Processes of industrial, economic, social change which produced transformation of American society, reactions of Americans to these changes. Eight papers based on readings. Prerequisite: some previous work in American history.

### **LHI 352 (Directed Study) The Progressive Movement** *Prof. William McKee*

One of great movements for reform in American history: Progressivism as political movement, presidential leadership, Progressivism and reform of society, intellectual development in Progressive Era. Prerequisite: previous work in American history or political science.

### **LHI 356 (Directed Study) Recent American History: The Historians' View of Our Own Times** *Prof. William McKee*

Current trends in interpreting U.S. history since World War II. Transformation of American society since 1945, new role, new position of government, new position of U.S. in world affairs. Six papers based on assigned readings.

### **CVS 382 One World**

### **LVS 201 Western Civilization**

### **LVS 306 American Myths**

### **LVS 307 Rebels with a Cause: Radicals, Reactionaries, and Reformers**

### **LVS 309 Becoming Visible: Sex, Gender and American Culture**

### **LVS 310 The American Industrial State**

For descriptions see VALUES SEQUENCE COLLOQUIA

## **HUMAN RESOURCES**

This is an interdisciplinary major designed to prepare students for graduate work and/or paraprofessional careers in the helping fields. It has a core course program of: Introduction to Human Resources; Introduction to Psychology or Psychology of Personality; Introduction to Sociology or Racial and Cultural Minorities; Developmental Psychology or Adolescent Psychology; Statistical Methods or Research Design; Personnel Management or The Managerial Enterprise; Clinical and Counseling Psychology of Behavior Disorders or Psychometric Theory; Group Dynamics or Organizational Behavior and Leadership. Also required are an internship and senior seminar; work in a creative or expressive field; a winter term in the helping relations; and a senior project, thesis or comprehensive examination. Students in this major choose one of the following tracks for emphasis: mental health; leisure and

recreation studies; drug abuse counseling; youth services. Specific additional courses are required for each track. Other individual tracks may be designed.

### **AHR 201 Introduction to Human Resources** *Prof. Thomas West*

Introduction to Human Resources major; interdisciplinary, experiential approach to crisis, passage points in life. Intervention approaches: interviewing, first level counseling, perceptions of problems, support programs, value orientation, intuitive, analytical approach. Introduction to tracks in youth services, drug abuse counseling, mental health, leisure/ recreation, gerontology/ applied sociology, humanistic psychology. Field trip reports, role playing, Progoff journal, final paper integrating theory of development with the study of self, others; midterm and final exam. Limit 35.

### **AHR/APS 202 Adolescent Psychology** *Prof. Mark Smith*

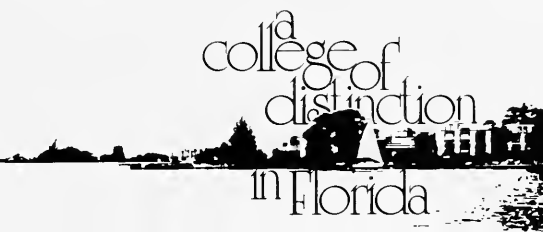
Changes, events, circumstances of period between childhood and adulthood. Papers requiring resourceful inquiry; lecture/discussions on social learning theory, going beyond, beneath stereotypes, impersonal perspectives. Project papers, exams. Prerequisites: BPS 112 or AHR 201 or permission of instructor.

### **AHR 204 The Socialization of Women** *Prof. Sarah Dean*

Socializing processes affecting roles of women. Origins of social roles, institutions supporting those roles, biological, psychological sexual differences. For men and women seeking to understand influence of culture on personality. Journal, two book reviews, midterm, final exams. AHR 201, BPS 112 or BSO 110 recommended. Offered 1981-82 and alternate years.

### **AHR/BSO 225 Introduction to Social Work** For description see BSO 225 under Sociology

### **AHR/APS 302 Gestalt Theory Practice** For description see APS 302 under Psychology



### **AHR/APS 308 Introduction to Clinical and Counseling Psychology** *Prof. Thomas West*

General perspective, overview of personality theory; processes of counseling/therapy, special areas of application. Panel presentation, role playing in two counseling sessions, paper on topic of student's choice directly related to counseling or clinical psychology, midterm, final exams. Prerequisites: one course in psychology or human resources, Junior, Senior standing. Limit 35.

### **AHR/APS 309 Behavior Disorders**

*Prof. Thomas West*

Behavior judged abnormal, disordered or unacceptable by society, approached from traditional or medical, learning theory, humanistic growth models. For students planning careers in helping professions. Field trips, speakers, films. Term project, midterm, final exams. Prerequisites: BPS112, Junior or Senior standing. Personality theory, counseling, psychometrics strongly recommended. Limit 35.

### **AHR 325 Counseling Strategies**

*Prof. Sarah Dean*

Comparing, contrasting systems of counseling, personal growth such as transactional analysis, client-centered, rational-emotive, reality therapy. Strategies for counseling women: assertiveness skills, crisis counseling, relevance, implications of traditional counseling practices. Useful for students planning careers in helping professions. Class presentations, reports, midterm, final exam. Prerequisite: AHR/APS 308 or permission of instructor. Limit 35. Offered 1982-83 and alternate years.

### **AHR 326 Counseling for Wellness**

*Prof. Linda Snow*

Wholistic development of individual: social, physical, emotional, spiritual, intellectual, vocational. Increasing self-awareness, improving relationship skills, strengths, potentials. Counseling as growth-promotion, self-actualizing process. Theory, research related to healthy personality, methods used to promote positive change among individuals in one-to-one, group counseling. Examine own level of wellness, establish goals to increase personal effectiveness, effectiveness as counselor. Project paper, two exams. Prerequisites: AHR 201 or BPS 112, AHR/APS 308, or permission of instructor.

### **AHR 327 Community Mental Health**

*Prof. Linda Snow*

Theory, practice, evaluative procedures. Eckerd College as microcosm of civic community, factors contributing/detrimental to mental health; community systems interacting with mental health programs: "power" forces, courts, medical services, housing, security, education, recreation. Alternatives to hospitalization: day care, outpatient, halfway houses, foster homes, supervised apartments. Critique papers; depth study of a mental health system; class project; final exam. Prerequisite: BPS 112 or AHR 201, AHR/APS 308, permission of instructor. Limit 12. Offered 1982-83 and alternate years.

### **AHR 401 Internship in Human Resources**

*Prof. Sarah Dean*

Intensive, structured, field-based internship in mental health, drug abuse counseling, youth services, others, relating theory and practice, providing constructive, systematic feedback. Supervision provided by site staff in cooperation with faculty member. Individualized assessment of learning objectives. Minimum 224 hours on-site preparation. Reports, papers relevant to field experience, evaluation by on-site staff, on-campus group meetings, individual conferences. Permission of instructor required.

### **AHR/APS 403 Practicum in Peer Counseling**

For description see APS 403 under Psychology

### **AHR/APS 405 Practicum in Group Work**

*Prof. Linda Snow*

Working with clients in groups, leading groups in mental hospitals, community centers, first-offender homes, drug abuse programs, others. Theories of group process, working with co-leaders, leaders in educational, personal growth, therapeutic groups. Strong supervision, critique, interchange, feedback, self/peer depth analysis of ability as group leader. Video taping of role playing. Contract appropriate to student's needs, skill level. Prerequisites: APS 112 or AHR 201, AHR/APS 308, APS/AED 207. Limit 15.

### **AHR 406 Senior Seminar in Human Resources**

Integrating academic and field experiences: review; analysis of ethical, theoretical constructs; self-evaluation, personal growth as helping professional; preparation for career fulfillment. Position papers, portfolio-resume preparation,

job interviews. Required for majors; generally taken in spring of Senior year. Permission of instructor required.

### AVS 383 Psychology of Consciousness

### AVS 386 Ethical Issues and the Helping Professions

For descriptions see VALUES SEQUENCE COLLOQUIA

## HUMANITIES

This interdisciplinary and highly flexible program must be planned by student and Mentor to have a coherent focus (for example a period, a theme, a geographical area). As with all concentrations, a guiding committee of three professors is needed. Ten courses are required, with five in one discipline, three in another; five of the ten courses must be beyond the introductory level. Students may draw from such humanities fields as literature, history, philosophy, religion, music, art and theatre for the five courses, and from any disciplines for the others. Transfers should strongly consider taking Western Heritage or Western Civilization as part of this program.

## ITALY OFFERINGS (Florence)

### IAR 224/324 Etching

Introduction to etching: intaglio techniques of line etching, aquatint, soft ground, sugar life, relief printing, air brush ground, dry-point, engraving. Students develop own style in studio-classes, print consistent quality editions, work in professional studio. Prerequisite: proficiency in drawing, design.

### IAR 225/325 Lithography

Fundamentals of basic stone lithography: crayon, pencil drawing, liquid tusche, air brush, stipple drawing, stencils, transfer lithography, processing, correcting lithographic stones, professional printing techniques, zinc plates, basic color printing. Students work at advanced levels by end of semester.

### IAR 244 Drawing

Basic drawing skills; line, modeling, "chiaroscuro," perspective, composition. Outdoor classes to study perspective, composition. Four

class hours, four hours independent work per week expected. Individual, group critiques. Both drawing and watercolor not required; however drawing in preparation for painting expected.

### IAR 326 Watercolor

Transparent watercolor techniques, pigments, brushes, papers used, washes, transparent color overlay, modeling of form, "chiaroscuro." Students encouraged to work outdoors since beautiful environment provides strong stimulus. Two major critiques discussing drawing, painting along with printmaking class. Four class hours, four hours independent work per week expected.

### IVS 379/IAS 279 Florence Seminar

History, culture of Italy, visiting art, history museums, points of interest in Florence, traveling to nearby towns to understand historical, cultural diversity of Italy. Italian art history, its integration into Italian way of life from medieval time to present. Oral exam, paper researched independently while in field and in local English libraries.

The study of the Italian language is a requirement while studying in the Florence program.

## JAPANESE

### CJA 150/151 (Directed Study) Beginning Japanese I, II

*Prof. Gilbert Johnston*

Taped dialogues, drills to guide beginner through imitation of native speakers. Memorization of typical sentence patterns, brief dialogues supplemented by weekly drill, testing sessions. Weekly conferences. Oral/written exam.



## LEISURE AND RECREATION

Two options are available for preparing students to assume responsible leadership roles in the Leisure and Recreation profession. The first option for students is to major in Human Resources and follow the Leisure and Recreation Studies track. Students should refer to the Human Resources major description in the catalog for further information. The second option is to follow an individualized concentration in Leisure and Recreation which more specifically prepares students for community recreation agencies. Within the concentration students are encouraged to elect general courses in the behavioral and social sciences, education, the arts, management and speech. A core of eight Leisure and Recreation courses is required and for students wishing to specialize further, individual areas of emphasis can be designed.

### **ALR 111 (Modes of Learning) Leisure Services in Community Organization**

Leisure service programs, including services for the aged, handicapped, colleges, municipalities, hospitals, programs offered by voluntary, commercial, social services organizations. Philosophy, purpose, need for recreation; observation/participation in community leisure programs to help students determine if they wish to pursue Leisure/Recreation Studies concentration. Project paper, three exams.

### **ALR 270 Leisure Services Programming and Leadership**

*Prof. Claire Stiles*

Programming principles, planning objectives, purposes, activities, program evaluation, dynamics of recreation leadership, principles and practices, techniques and methods of leading recreational activities. Reports, exam, leadership projects. Prerequisite: ALR 111.

### **ALR 271 Leisure Facilities: Management and Resource Planning**

*Barry McDowell*

Planning indoor, outdoor leisure areas, relationship of human needs to environmental resources. Open space development, multiple use design, evaluative techniques, standards, community surveys. Research project, written reports, midterm, final exam. Prerequisite: one course in Leisure/Recreation. Offered 1982-83 and alternate years.

### **ALR 321 Practicum in Leisure Services**

*Prof. Claire Stiles*

Supervised leadership experience in one or more approved agency settings for Junior Leisure and Recreation students. Minimum 140 hours in agency or agencies of student's choice. Bi-monthly on-campus meetings with college supervisor to discuss experiences, assignments. Prerequisites: ALR 111 and 270.

### **ALR 371 Leisure Services for Special Populations**

*Prof. Claire Stiles*

Recreational agency programs for the aging, physically, mentally handicapped, socially disadvantaged, ill, hospitalized. History, philosophy, survey of disability groupings, settings, services, rehabilitation, maintenance, prevention, attitudes, trends of recreation programs for special groups. Guided in-depth study of particular setting, population. Written, oral reports, midterm, final exam. Prerequisite: ALR 111, ALR 270.

### **ALR 372 Leisure Education**

*Prof. Claire Stiles*

Overview of leisure counseling, education in municipal, therapeutic recreation systems, educational systems, youth agencies. Philosophical issues, historical perspectives, significance of leisure counseling in contemporary society, implementation of leisure-education services, specific approaches, strategies, techniques. Counseling projects, oral presentations, midterm, final exams. Prerequisites: APS 110 or ALR 111. Offered 1981-82 and alternate years.

### **ALR 374 Private and Commercial Leisure Services**

*Prof. Claire Stiles*

History, psychology, social significance of profit-oriented leisure services. Current demands, trends, problems, future implications for travel, tourism, indoor, outdoor, private, commercial enterprises, career opportunities. Project, reading summaries, oral presentations, midterm, final exams. Offered 1982-83.

### **ALR 473 Administration of Leisure Services**

*Barry McDowell*

Administrative techniques, practices, background information on scope of leisure/recreation in modern life, overview of administrative process, structure, basis of recreation programs, personnel management, budgeting, supervision, facilities-planning, public relations, mod-



ern theory related to administrative goals, methodology, realistic information about role of recreation administrator. Projects, readings, term paper, exam. Prerequisites: ALR 111 plus one other ALR course. Offered 1981-82 and alternate years.

### ALR 475 Leisure Service Internship

Internship for Senior Leisure/Recreation majors in one of many St. Petersburg agencies, choosing project most nearly suited to future career plans: geriatric, handicapped, municipal, hospital, others. Minimum 280 hours on job. Reports, supervisor's evaluation. Permission of instructor required.

### ALR 477 Senior Seminar in Leisure Services *Prof. Claire Stiles*

Current topical concerns, contemporary authorities, synthesis, developing professional competency in problem-solving techniques, working professional philosophy. Written position statements, reaction replies on selected issues, critiques of professional journals, paper on working philosophy of leisure. Required for all Senior Leisure/Recreation students.

### AVS 389 Leisure Services Concepts

For description see VALUES SEQUENCE COLLOQUIA

(See HUMAN RESOURCES major description.)

## LINGUISTICS

For description see page 18

## LITERATURE

Students majoring in literature must take a minimum of eight literature courses. They will work out their schedules with their Mentors, according to individual needs. Literature majors must successfully pass a Senior comprehensive examination, covering in survey fashion English and American literature plus some methodological application; course selections should be made with this in mind. Special topics constitute an essential core of the literature program, providing discipline and focus on specialized areas which prepare students for the depth and clarity of study required for graduate school or a serious career in literature. Specific titles vary, depending on student interest, contemporary issues,

and faculty research. In exceptional cases, students who have established their proficiency in literature may be invited to write a Senior thesis on a subject of their choice, in place of the comprehensive examination.

### ALI 110 (Modes of Learning) Literary Studies *Prof. Sterling Watson*

Literary genres, concentrating on literary modes of learning. Read, write about a novel, short stories, plays, poems; critical terminology basic to understanding literature. Four analytical papers (three to five pages long) each on a different genre.

### LLI 113 Literary Studies: Western Masterpieces

*Prof. Howard Carter*

Great works of western tradition, such as *The Odyssey*, *Oedipus Rex*, Dante's *Inferno*, *Don Quixote*, *Tom Jones*, *Faust*, *Madame Bovary*, Joyce's *Ulysses*, and why they are considered great. Narrative, imagery, character, thematic import. Open to literature majors, non-majors; previous college-level literature course helpful but not required. Short papers, final exam.

### CLI/CAS 235 German Culture through Literature *Prof. Kenneth Keeton*

Cultural history of Germany from eighteenth century (Age of Enlightenment) to present through German writers, literary movements. Five major literary works in English translation: Lessing, *Nathan the Wise*; Goethe, *Faust*; Hesse, *Demian*; Frisch, *Andorra*; Durrenmatt, *The Visit*. Research paper, investigating interest related to German cultural tradition or discipline other than Literature, final exam.

### LLI 235 An Introduction to Shakespeare: Motley, Murder, and Myrrh

*Prof. Julianne Empric*

Shakespeare through sampling each genre: poetry, comedy, tragedy, history, romance. Appreciating, evaluating writings, characteristic distinctions among genres. Project-presentation of portion of one of plays, two brief papers, final exam. Open to all interested students, regardless of major or level of study. Offered 1981-82 and alternate years.



**LLI 236/237 History of Drama**

*Prof. Julianne Empric*

Two semester course, either may be taken independently. Overview of major movements in history of western drama from Greeks to contemporary; plays representative of each period; creative discovery, analysis. First semester: chronological survey of major dramatic forms of eighteenth century. Second semester: pre-moderns, modern, avant garde. Papers, creative projects, final paper or exam. Offered 1981-82 and alternate years.

**ALI/LLI 239 English Literature: 1800 to Present**

*Prof. Peter Meinke*

General survey of British literature from Blake to Beckett; historical tradition, outstanding individual artists. Discussion, writing based on readings from *The Oxford Anthology of English Literature*, Vol. II. Papers for class sharing, midterm, final exam. Offered 1982-83 and alternate years.

**LLI 241 Great American Novel**

*Prof. Howard Carter*

Greatest American novels from 19th, 20th centuries: form, evolution, sense in which they are American. Hawthorne, Melville, James, Chopin, Fitzgerald, Stein, West, Steinbeck, Wolfe, Salinger; one novel outside course list. Papers, presentation on outside novel, final exam. Non-literature majors welcome.

**ALI 250 (Directed Study) Children's Literature**

Best of children's literature in various genres, their relation to human value systems: nursery rhymes, fairy tales, folk tales, mythology, picture books, fantasy, poetry, fiction. Concentrate in one or two areas, some reading in all seven. Reflective journal on reading; creative (for example, writing children's story) or scholarly (for example, essay on history of nursery rhymes) project.

**LLI 250 (Directed Study) Shakespeare: The Forms of His Art**

*Prof. Julianne Empric*

Shakespeare through sampling each genre: poetry, comedy, tragedy, history, romance. Appreciating, evaluating writings, characteristic distinctions among genres. Eight plays from major "periods," two others. Twelve essays: one on each of ten works, one on background, one final synthesis; personal reactions, notes encouraged.

**LLI 252/352 (Directed Study)**

**American Fiction: 1950 to the Present, Introduction (I); Further Readings (II)**

*Prof. Howard Carter*

Reading widely in contemporary American fiction. Students who have done little reading in this area should take LLI 252; students with some acquaintance with contemporary American fiction should take LLI 352. Bibliographies available in syllabi.

**LLI 253/353 (Directed Study)**

**Twentieth Century European Fiction I, II**

For description see LLI 334

**ALI 302 Southern Literature**

*Prof. Sterling Watson*

Twentieth century Southern writing, the novel, short stories, plays, as separate examples of literature; also isolating what is common and "Southern." Works by McCullers, Warren, Faulkner, O'Connor, Percy, Price, Welty, Porter, Williams, McCarthy. Three papers, in-class presentation, final exam. Offered 1982-83 and alternate years.

**CLI/CGR 304 The Novels of Hermann Hesse**

For description see CGR/CLI 304 under German.

**LLI 307 Restoration and 18th Century English Literature**

Because of style, substance of such writers as Dryden, Swift, Pope, Johnson, this course might well be labeled "The Age of Satire." In addition, prose works by Boswell, Sterne. Four papers, final exam. Prerequisite: two previous literary courses.

**LLI 326 Medieval and Renaissance Poetry**

*Prof. Julianne Empric*

Survey of major forms, authors of fourteenth through seventeenth century English poetry: Chaucer, Spenser, Shakespeare, Sydney, Donne, Jonson. Study, write examples of medieval, renaissance lyric, sonnet, epigram, ballad, verse drama. Paper, research paper, final exam. Offered 1981-82 and alternate years.

**LLI 334 Twentieth Century European Fiction I, II****LLI 253/353 (Directed Study)***Prof. Howard Carter*

Best European fiction since turn of century; twelve or so novels representing various countries, dominant literary movements, most influential authors, such as Proust, Gide, Sartre, Camus, Mann, Kafka, Grass, Hesse, Moravia, Calvino, Vesaas, Solzhenitsyn, Konrad. Reflective notes (one single-spaced typewritten page or equivalent) for each novel, final synthetic exercise. One or more novels may be read in original language. Prerequisite: one college-level literature course.

**LLI 337 Nineteenth Century American Literature**

Best of the times: Thoreau, Poe, Hawthorne, Melville, Twain, James, Dickinson, Whitman, supplemented partially by student choice from Irving, Cooper, Frederic, London, Harte, Eggleston, Crane, Chopin. Four papers, final exam. Prerequisite: Literary Studies, or two other literary courses.

**LLI 338 Twentieth Century British and American Drama***Prof. Julianne Empric*

Twentieth century English-speaking drama ranging from well-made play to episodic, "silent," poetic drama. Representative dramatic forms; works by O'Neill, Williams, Miller, Eliot, Osborne, Pinter, Beckett, Arden, Stoppard. Influences which helped shape modern drama, solutions of different dramatists to problems of language as communication. Two papers, final exam. Offered 1981-82 and alternate years.

**ALI 350 (Directed Study) Modern American Novel.**

Ten or twelve major American novelists of first half of twentieth century. Journal containing at least following three elements: discussion of novel's ideas, themes; analysis of novelist's style; subjective evaluation of both these aspects.

**ILI 350 (Directed Study)****Contemporary Women Writers in Britain**

For description see LONDON OFFERINGS

**CLI/CGR 351 (Directed Study) Life and Works of Franz Kafka**

For description see CGR/CLI 351 under GERMAN

**LLI 351 (Directed Study) Twentieth Century American Women Artists and Writers (c. 1900-1935)***Prof. Nancy Carter*

Women artists, writers in social, cultural context of their time; their contribution in different media. Choose works from following categories: photography, dance, poetry, prose (including autobiography, biography, fiction, other writings). Prerequisite: Sophomore or higher.

**CLI 360 Modern Japanese Literature in Translation***Prof. Gilbert Johnston*

Modern Japanese writers have often followed western trends, while reflecting distinctive themes, behavior patterns of their own culture. Sampling of novels, short stories, poetry written during past century, revealing much about Japanese point of view regarding themselves, the world. Three papers, final exam.

**LLI 361 Literary Criticism***Prof. Howard Carter*

Criticism basically means judgment. Literary criticism seeks to understand how literature affects readers, relates to reality; how a writer should create art; qualities literary work should have. Ancients, Dante, Renaissance, Neo-Classical theorists, Romantics, 19th century writers, 20th century criticism, surveying formalist, genre, archetypal, historical, interdisciplinary criticism. Two papers, midterm, final exam. Prerequisite: college literature course. Offered 1982-83 and alternate years.

**LLI 367 William Blake***Prof. Howard Carter*

Major works of William Blake, visionary who anticipated some of concepts of Freud, Jung; critical interpretations, biographical material. Not only did Romantic poetry begin in many ways with Blake, but, in some senses, modern poetry as well. Papers, class reports, longer paper, final exam. Prerequisite: two literature courses or permission of instructor.



**ALI 403 American Fiction Since 1950**

*Prof. Sterling Watson*

Best of American fiction since 1950, selecting from such authors as Updike, Didion, Ellison, Malamud, Mailer, O'Connor, Kesey, Yates, Morris, Bellow. Short papers, in-class presentation, final exam.

**CLI/CSP 450/451 (Directed Study)**

**The Artistry of Federico Garcia Lorca I, II**

For description see CSP/CLI 450/451 under Spanish.

**AVS 360 Values in Contemporary British Poetry**

**AVS 361 The Spy in Literature**

**AVS 380 The Goddess in literature**

**AVS 382 Poetry and Values in Contemporary America**

**AVS 384 Twentieth Century American Women in the Arts**

For descriptions please see VALUES SEQUENCE COLLOQUIA

**LONDON OFFERINGS**

**IAR 322 Art and Industrialization**

*Prof. Patricia Utermohlen*

Effects of industrialization on artists; eighteenth, nineteenth centuries. Growth of industrialization, later disillusionment with mechanization, Aesthetic movement, beginning of modernism. Regular attendance required. Paper, slide test, research paper. Fall semester only.

**IAR 323 Origins of Modernism**

*Prof. Patricia Utermohlen*

Fundamental changes in visual arts in twentieth century; tradition of European modernism in period between 1880-1918, powerhouse of energy sustaining intellectual ideas in all disciplines. Regular attendance required. Paper, slide test, research paper.

**ICM 350 (Directed Study)**

**The Twentieth Century British Mind**

*Prof. Keith Irwin*

Autobiography, poetry, drama, novel, theological writings, philosophy prior to 1940/post 1940 to compare ideas, beliefs, attitudes. Eliot/Hughes, Forster/Storey, Russell/Strawson, Lewis/Robinson represents kinds of pairs to be selected. Journal developing crucial ideas forming British mind in this century.

**ICM 351 (Directed Study)**

**History of Science in Great Britain**

*Prof. Peter Pav*

British individuals, institutions that have contributed to development of science since 1600. Visits to sites important in history of science. Two research papers: 1) on developments in particular field; 2) on work of significant individual.

**IED 351 (Directed Study)**

**British Innovative Education**

*Prof. Molly Ransbury*

The British pre-school play-group, middle school, infant school, open university as primary models for American educational innovation. Two papers: 1) background research document demonstrating familiarity with British education; 2) on particular segment, describing current trends, issues, comparing to selected norm, evaluating results, with annotated bibliography.

**IHI 250(Directed Study)**

**History of England to 1714**

*Prof. William Wilbur*

For description see LHI 250 under History

**IHI 251 (Directed Study)**

**History of Modern Britain Since 1714**

*Prof. William Wilbur*

For description see LHI 251 under History

**IHI 252 (Directed Study)**

**History of London**

*Prof. William Wilbur*

London as first truly modern city; problems of urban history. Journal annotating visits to historical sites, museums, observations of London life; documented research paper on approved topic of London history, utilizing maps, plans, architectural drawings, primary sources available at Guildhall Library.

**ILI 350 (Directed Study)**  
**Contemporary Women Writers in Britain**

**Prof. Donna Vinter**

Ten novels by Lessing, Drabble, Murdoch, Spark, Pym, Weldon, Mortimer. Five page paper, longer final paper. Not specifically for literature majors, but background in reading literature helpful. Seminar offered each semester. Limit 8 to 10.

**ISO 350 (Directed Study)**  
**London: A Representation of British Society**

**Prof. Clark Bouwman**

Opportunity to select, develop particular interests in some depth. London, its environs, significant social problems, public/organized responses, role of planning, context of British national character, values. Term paper, final exam, journal of experience relative to specific study area selected.

**ITH 365 Theatre in London**

**Prof. Donna Vinter**

London theatre in as much variety as possible. The play itself, "conventions" open to playwright, challenges faced by director. Seeing plays; if possible, visits from members of professional London theatre. Journal, written work, final exam.

**IVS/IAS 289 London Colloquium**

Diverse viewpoints of parliamentary system, religious traditions, race relations, trade unions, national health services, education system, literature, the arts comparing them with corresponding views in U.S. Outside speakers, excursions, visits, supplement seminars, discussion Journal, visit reports, research paper, midterm, final exam. Taught by resident faculty director/London adjunct faculty. Required of all participants in London program, can be counted for either area studies or colloquium credit, but not both.

**MANAGEMENT**

The Eckerd College Management programs are designed to prepare the student to compete for management careers of the student's choice through either undergraduate or pre-Masters of Business Administration (pre-MBA) programs. The undergraduate management programs consist of: (1) the basic management core (The Man-

agerial Enterprise, Accounting Principles, Microeconomics, and Statistical Methods, and either Quantitative Methods for Economics and Management or Calculus I for students concentrating in accounting, business administration, finance or economics), (2) a group of four courses in two of three area options in psychology, economics and sociology/political science/history, (3) an internship program, normally completed between the Junior and Senior year, (4) a Senior comprehensive and a minimum of five courses designed to prepare the student for entry into the management career of the student's choice. This group of courses is designated as the student's skill area. Through the skill area component of the program, the student may specialize in such areas as **accounting, business administration, finance, marketing, economics, personnel administration, organizational behavior, small business management.** The Pre-MBA programs are designed to match the student's undergraduate preparation with the preferred entrance requirements of graduate schools to which the student plans to apply for entry. Some graduate schools prefer applicants to have a general liberal arts undergraduate degree. The Eckerd College Management programs have the flexibility to permit the student to prepare a program of study which will satisfy the undergraduate education requirements for either category of schools. However, completion of a pre-MBA program does not guarantee entry into an MBA program. The entrance requirements for both categories of schools are generally based on a good (B or better) grade average and a score satisfactory to the graduate school on the Graduate Management Admissions Test (GMAT).

**BMN/NMA 120 Quantitative Methods for Economics & Management**

For description see MATHEMATICS.

**BMN 250 (Directed Study) Personnel Management**

**Prof. Bart Tebbs**

Managing human resources within an organization as part of total management system. Basic personnel processes. Seven objective tests on major parts of course, workbook assignments. Prerequisite: BMN 270 or permission of instructor. Not offered Fall 1981.



### **BMN 270 The Managerial Enterprise**

*Prof. Bart Tebbs*

Basic concepts, theories, management styles of contemporary management. Importance of communication, motivation, planning, directing, controlling, organizing. Experiential exercises, midterm tests, learning assessment notebook. Prerequisite: BPS 112 or BSO 150.

### **BMN 271 Principles of Accounting**

Basic elements of accounting as an information system. Accounting cycle, internal control, accounting systems, generally accepted accounting principles, accounting for partnerships. Practice sets and exams. Sophomore or higher standing required.

### **BMN 273 Personal Finance**

Complex challenges of financial decisions facing individuals, families during lifetime. Translating personal lifetime goals, priorities into financial plans, actions; developing personal consumer skills. Income generation, differences, family budgeting, taxes, use of credit, insurance, housing, investment fundamentals, estate planning. One-hour exams, quizzes, cases. Of special interest to non-management majors.

### **BMN/PO 276 An Introduction to Public Administration**

*Prof. Arthur Peterson*

Basic concepts, processes of American public administration. Review of paradigms of public administration, organization theory, budgeting, public personnel administration, systems theory, policy analysis. Five quizzes on readings, two one-hour midterms, final exam, 10-15 page paper on particular governmental agency. Prerequisites: introductory behavioral science courses, Sophomore or higher.

### **BMN 277 Small Business Ownership**

Administration of small enterprises; environment, philosophies for successful small business management. Planning, initiating, financing the firm, form, structure, merchandising sales, programs, policies, financial management, control. One-hour exams, oral class presentations, written assignments.

### **BMN 278 Business Law**

Comprehensive examination, analysis of principles, rationale, application of business law, regulations. Contracts, agency, formation of busi-

ness organizations, Uniform Commercial Code, creditors' rights and laws, regulations affecting labor, torts and property, judicial and administrative processes. Case preparation, midterm, final exam.

### **BMN 279 Principles of Marketing**

*Prof. Joseph Bearson*

Principles, problems, methods in distributing, marketing, goods, services: marketing agents, institutions. Policies of distribution, product development, packaging, pricing, transportation, advertising, promotion, buyer motivation. Understanding relationship of dynamic marketing system to modern economy. Case analysis, midterm, final exams. Prerequisites: BEC 281, BMN 270, one introductory behavioral science course.

### **BMN 370 Organizational Behavior and Leadership**

*Prof. Bart Tebbs*

Behavior in organizations, interaction of individual, organization in work situations from viewpoints of industrial psychologist, managers, individuals in the organization. Leadership workshop, leadership project, project report, midterm tests. Prerequisites: Junior/Senior standing, completion of or concurrent enrollment in BMN 270.

### **BMN 371 Intermediate Accounting**

Further developing concepts, theory used in practice of accounting. Application of accounting principles in preparation, analysis of financial statements, price level changes, leases, other topics of current interest. Practice set, exam. Prerequisite: BMN 271.

### **BMN 372 Managerial Accounting**

Extension of Principles of Accounting: use of accounting information in control of business operation, interpretation of information for management's use. Overview of analysis of financial statements, cost and responsibility accounting, budgeting, cost-volume-profit analysis and decision making. Prerequisite: BMN 271.

### **BMN 373 Marketing Communications**

*Prof. Joseph Bearson*

Processes, functions of promotion; development of promotional strategies incorporating creative use of advertising, publicity, merchandising, direct selling, sales promotion. Analysis of

problems directly related to management of promotional activities. Project, two midterm, final exam. Prerequisite: BMN 279.

### **BMN 374 Market Intelligence**

*Prof. Joseph Bearson*

Techniques of collection, measurement of data relevant to processes of market target identification, sales forecasting, marketing strategy development. Analysis of sources of information to organizations including market research, cost/revenue breakdowns, competitive analysis, secondary sources, others. Project, two midterms, final exam. Prerequisite: BMN 279.

### **BMN 471 Advanced Accounting**

Topics of concern to practitioner, theoretician: partnership/joint ventures, installment sales, consignments, branch operations, mergers/consolidations. Exams. Prerequisite: BMN 371.

### **BMN 474 Group Leadership Practicum**

*Prof. Bart Tebbs*

Sequel to Organizational Behavior and Leadership, applying in classroom "laboratory" situations, and "outside world" knowledge obtained from intensive study of theoretically significant empirical research. Midterm exams, project report. Prerequisites: BMN 370 or BPS 302, Junior/Senior standing. Not offered 1981-82.

### **BMN 475 Investment Analysis**

Theories of major U.S. security markets: fundamental, technical analysis of stock market. Alternative personal investment goals, practices, tax implications; establishing, managing personal portfolio: investor objectives/risks, information sources, value determinants, market operations, mechanics, security analysis. Exams, class presentations, investment simulation model. Prerequisites: BMN 271, BEC 281, BEC 282 and BCM 260, or permission of instructor.

### **BMN 479 Corporate Finance**

Role, theoretical framework of financial management tools used in selecting alternative actions to accomplish long-run business objectives within a dynamic society. Types of business organizations, tax considerations, ratio analysis, profit planning, forecasting, risk analysis, asset, sources of funds management, capital budgeting, capital fund markets, firms' financial structures, valuations. Exams, quizzes, problems,

cases. Prerequisites: BMN 271, BEC 281, BEC 282, BCM 260.

### **BVS 332 Consumer Behavior and Consumerism**

### **BVS 367 Ethics and Management: Theory and Practice**

For descriptions see VALUES SEQUENCE COLLOQUIA

For other management courses see ECONOMICS, PSYCHOLOGY, SOCIOLOGY.

## **MARKETING**

A marketing concentration may be elected by a student as a skill area within the management major. Students electing marketing as a skill area within the management major must meet requirements for the Eckerd College Management programs. See MANAGEMENT for descriptions of those requirements and courses.

## **MATHEMATICS**

The basic requirement for either the B.A. or B.S. degree is the completion of eight mathematics courses numbered above 233. Independent study courses in special topics in mathematics also may be used in satisfying this requirement. This wide flexibility permits a program of study to be tailored to the individual student's interests. All mathematics courses taken are applicable to the collegial requirement of 12 natural science courses for the B.A. degree, and 16 natural science courses for the B.S. degree.

### **NCM 113 (Modes of Learning) Computer Algorithms and Programming**

Problems from many fields suitable for computers; analyzing, devising algorithm for solution, constructing flow chart diagram depicting algorithm, translating into BASIC or FORTRAN. Computer problems, one special computer project of student's choice, several tests in BASIC or FORTRAN.



### **NMA 111 (Modes of Learning) College Algebra**

Basic algebra, prerequisite for understanding Calculus I. Language of logic, sets, foundations of real number system. Function concept, emphasis on polynomial, algebraic functions. Some analytic geometry to illustrate above. Daily assignments, hour tests, final exam.

### **NMA 112 (Modes of Learning) Finite Mathematics**

Handling symbolic statements in logically meaningful manner. Truth sets, probability, Markov chains, vector and matrix theory, applications to behavioral, managerial sciences, introduction to linear programming. Probability, other background mathematics of value in studying statistics, topics in management, business administration. Daily assignments, hour tests, final exam.

### **NMA 113 (Modes of Learning) Trigonometry**

Functions and their graphs: trigonometric functions, their inverses, exponential, logarithmic functions, proving identities, solving equations, developing complex numbers. Daily assignments, hour tests, final exam. Prerequisite: NMA 111 or two years of high school algebra.

### **NMA 115 (Modes of Learning) Precalculus Mathematics**

Algebra, trigonometry to depth necessary for study of calculus. Properties of real number system; polynomial equations, inequalities; algebraic, trigonometric, exponential, logarithmic functions; introduction to analytic geometry. Homework, tests, final exam.

### **NMA/BMN 120 Quantitative Methods for Economics & Management**

Mathematics used in undergraduate studies in economics, management. Decision making techniques under conditions of uncertainty, certainty; decision trees, present-value analysis, linear programming, network models. (Students expecting to pursue graduate study in economics, management are advised to take calculus and linear algebra instead of this course). Prerequisite: NMA 111 or permission of instructor. Limit 35.

### **NMA 131 Calculus I**

First course in two-course sequence: calculus of single variable functions, plane analytic geometry. Function, limit, continuity, derivation, definite integral; applications to physical sciences, economics. Daily assignments, hour tests, final exam. Prerequisite: NMA 111, NMA 115 or two years of high school algebra.

### **NMA 132 Calculus II**

Continuation of Calculus I; calculus of exponential, logarithmic, trigonometric functions, formal integration techniques, applications, infinite series. Daily assignments, hour tests, final exam. Prerequisites: NMA 115 or NMA 113, NMA 131.

### **NMA 133 Statistics, An Introduction**

Probability and statistics, uses in Natural Sciences. Concepts with illustrative examples, applications from various fields. Elementary probability theory; discrete, continuous random variables; special continuous distributions including normal, chi-square distribution, t-distribution, f-distribution, hypothesis testing, point, interval estimation, linear regression, non-parametric statistics. Prerequisite: NMA 131. Credit not given for this course and BCM 260.

### **NMA 233 Calculus III**

Calculus of functions of several variables. Three-dimensional analytic geometry, partial derivatives, directional derivatives, extrema of functions of several variables, multiple integration, applications. Daily assignments, hour tests, final exam. Prerequisite: NMA 132.

### **NMA 234 Differential Equations**

Linear differential equations of second and higher order, Laplace transform, systems of first order equations and numerical methods. Daily assignments, hour tests, final exam. Prerequisite: NMA 132.

### **NMA 236 Linear Algebra**

Vector spaces, linear transformations, matrices, applications in analysis of systems of linear equations, Eigenvalues, eigenvectors for square matrices. Daily assignments, hour tests, final exam. Prerequisites: NMA 131 and permission of instructor, or NMA 132.



### NMA 333 Probability and Statistics I

Probability theory, random variables, random sampling, various distribution functions, point and interval estimation, tests of hypotheses, regression theory, nonparametric tests with emphasis on mathematical development of topics. Daily assignments, hour tests, final exam. Prerequisite: NMA 132 or permission of instructor. Offered 1982-83 and alternate years.

### NMA 334 Probability and Statistics II

Continuation of Probability and Statistics I. Daily assignments, hour tests, final exam. Prerequisite: NMA 333. Offered 1982-83 and alternate years.

### NMA 335 Abstract Algebra I

Two-course sequence, naive set theory, some properties of integers, groups, rings, integral domains, vector spaces, development of fields. Daily assignments, hour tests, final exam. Prerequisite: NMA 132 or 236. Offered 1982-83 and alternate years.

### NMA 336 Abstract Algebra II

Continuation of Abstract Algebra I. Daily assignments, hour tests, final exam. Prerequisite: NMA 335. Offered 1982-83 and alternate years.

### NMA 337 Foundations in Geometry

Foundations, development of Euclidean, non-Euclidean geometry with axiomatic approach. Particularly appropriate for prospective teachers. Daily assignments, hour tests, final exam. Prerequisite: NMA 132 or permission of instructor.

### NMA 341 Numerical Analysis

Approximation, interpolation, differentiation, integration, solutions of non-linear equations, systems of equations, differential equations. Daily assignments, hour tests, final exam. Prerequisites: NMA 233 (may be taken concurrently) and ability to write BASIC or FORTRAN.

### NMA 433 Real Analysis I

Two-course sequence: foundations of real analysis, topics from advanced calculus developed, real numbers as complete ordered field, derivative, Riemann Integral, Euclidean  $n$ -space, vector-valued functions of vector variable. Daily

assignments, hour tests, final exam. Prerequisite: NMA 233. Offered 1981-82 and alternate years.

### NMA 434 Real Analysis II

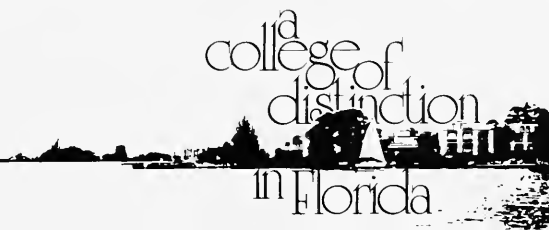
Continuation of Real Analysis I. Partial derivatives, inverse and implicit function theorems, multiple infinite, line, surface integrals, Green's and Stoke's theorems, the infinite series. Daily assignments, hour tests, final exam. Prerequisite: NMA 433. Offered 1981-82 and alternate years.

### NMA 499 Independent Research—Thesis

Seniors majoring in mathematics may, upon invitation of the mathematics faculty, do research and write a thesis under the direction of a member of that faculty. The submission of the resulting written thesis and an oral defense will, upon approval of the mathematics faculty, satisfy the comprehensive examination requirement for graduation. Prerequisites: excellence in mathematics courses through the Junior year and invitation by the faculty.

## MEDICAL TECHNOLOGY

The Medical Technology program offers students a B.S. or B.A. degree by completing three years of general studies here and a fourth year of professional course work at a hospital which has been approved by the Council on Medical Education of the American Medical Association. The general studies program at Eckerd must include a minimum of ten courses in the Natural Sciences which are required for certification: four courses in biology (including microbiology); four courses in chemistry (including Organic I & II); one course in mathematics and one course in physics. Completion of the eight all-college general education requirements is expected of all our graduates. Since Senior general education courses have usually not been taken in advance, arrangements are made to take these two courses by independent study during the Senior year off campus. The professional course work taken during the Senior year requires that the student spend 12 months in training at a certified hospital



to which he/she has gained admission. The student receives Eckerd credit for six laboratory courses taken in that clinical setting. The baccalaureate is awarded on successful completion of this course work, with a major in interdisciplinary science (or a student may receive a major in biology or chemistry by passing Senior comprehensives in that discipline during the Senior year.) In addition, the student receives certification by the American Society of Clinical Pathologists (ASCP) after passing an official examination. Supervision of clinical course work during the Senior year is carried out by a Program Director (an M.D. certified in clinical pathology by the American Board of Pathology) and an Educational Coordinator (a medical technologist certified by the Registry of Medical Technologists.) At Bayfront Medical Center, where we have sent most of our students, these two people are R.A. Essman, M.D., and Marion Kloth, M.T. (ASCP).

## MODERN LANGUAGES

A major in modern languages will ordinarily consist of at least six courses above the intermediate level in one language, with a Senior thesis or comprehensive examination in that language, plus four courses or more in at least one other language. Courses in a second or third language ought to be taken in two-course sequences. Generally, the student would be well advised to choose area studies courses that correspond to the languages in which he/she is concentrating. A minimum of one month of residence abroad in a foreign language environment is strongly advised.

## MODES OF LEARNING COURSES, see Index

## MUSIC

The major in music consists of Comprehensive Musicianship courses I, II, III, IV, V and VI, plus two additional music courses. In addition, a student must be enrolled for one hour per week in applied music instruction and participate in one of the ensemble programs operating through the music discipline during each term of residency.

### AMU 116 (Modes of Learning)

#### Comprehensive Musicianship I: for Non-Majors

*Prof. Donald Fouse*

Acquiring, developing concepts, skills in fundamental musicianship for student not majoring in music. Scales, key signatures, intervals, elementary harmony, separately and in context of musical compositions. Written exercises, final exam. Offered 1982-83.

#### AMU 145 Comprehensive Musicianship I: for Majors

*Prof. William Waters*

Ear training, sight singing, keyboard harmony, awareness of process of becoming a musician, role of musician in today's society. Classroom and independent lab sessions. Written exercises, tests, final exam. Open to all; required of prospective music majors. Prerequisite to all other Comprehensive Musicianship courses.

#### AMU 221 Introduction to Music Literature

*Prof. Donald Fouse*

Best serious music of seventeenth century to present; cultural, social influence on music, musical style. No previous musical knowledge is needed. Lecture, discussion, listening. Up to three essay exams.

#### AMU 223 Introduction to Opera

*Prof. Donald Fouse*

Peculiar dramatic advantages of opera; musical devices to promote the dramatic, emotional aspects. Lecture, discussion, listening, non-technical dramatic analysis, television and live opera when possible. Several operas examined closely. English-language vocal score of Mozart's *The Marriage of Figaro* and Verdi's *Othello* will be required. Oral report, up to three essay exams. For beginner without music background. Offered 1982-83 and alternate years.

#### AMU 224 Jazz, Its Music and Style

*Prof. Donald Fouse*

Beginnings, progress of jazz to present, analyzing, defining its nature, evaluating, comparing with other kinds of music. Extensive listening to jazz recordings. Projects related to student background, experience. Three essay exams, optional oral reports. For students with no previous music course or experience.

**AMU 242 Comprehensive Musicianship II:  
Medieval and Renaissance Music**

*Prof. Donald Fouse*

History, theory, performance practices of medieval, Renaissance periods. Sacred, secular music: chant, polyphony, carol, Palestrina, Elizabethan dance, madrigals; institutions under whose patronage music was composed, performed. Listening, performing encouraged. Written exercises, quiz on listening, research paper or final exam. Prerequisites: AMU 145 or equivalent.

**AMU 244 Seminar in Solo Vocal Literature**

*Harry Waller*

Seminars, discussions of vocal masterpieces, all styles, periods. Each student gives at least one formal presentation each semester. Individual critique sessions. Student, faculty, guests invited to participate. Credit for two courses will be given in Senior year for those who have satisfactorily participated in four semesters. Permission of instructor required.

**AMU 245 Choral Literature and Ensemble**

*Prof. William Waters*

Music for chorus from medieval to contemporary. Active membership in Concert Choir required concurrently. Techniques of ensemble performance demonstrated, practiced; proficiency in score reading; historical, stylistic considerations, performance practices appropriate to periods studied. Admission by audition.

**AMU 246 Instrumental Ensemble**

*Prof. Donald Fouse*

Opportunity for instrumentalist to perform in one or more of large variety of instrumental ensembles: strings, brass, woodwinds with, without keyboard. Small ensemble or chamber music. Size, type of ensembles depends on enrollment, musical instruments played. Permission of instructor required.

**AMU 266/267 Music Projects I**

Performance-centered musical experiences, solo, ensemble, short, extended works, research into areas related to musical performance. Regular rehearsal expected, weekly critique sessions. Open to all students; proposals must have the approval of music faculty. Work may be distributed over more than one semester for a single course credit. Prerequisite: demonstrated musical skills, permission of instructor.

**AMU 341 Comprehensive Musicianship III:  
Music of the Baroque Period**

*Prof. William Waters*

Music of Bach, Handel, others; contrapuntal practices of period. Students encouraged to perform music of period; lab emphasizes ear training, listening to music. Written exercises, quiz on listening, research paper or final exam. Prerequisite: AMU 145 or permission of instructor.

**AMU 342 Comprehensive Musicianship IV:  
Music of the Classical Period**

*Prof. Donald Fouse*

Advanced study of music, analysis of compositional forms, techniques, harmonic procedures in classical era. Process of becoming a musician, role of musician in today's society. Ear training, sight singing in classroom, independent study. Primarily for students intending to pursue musical vocation. Written exercises, tests, paper, final exam. Prerequisites: AMU 145, 242, 341 or permission of instructor. Offered 1982-83.

**AMU 350 (Directed Study) Twentieth  
Century Music**

*Prof. William Waters*

Important works of major composers of this century, history of period, writings by composers, listening to recordings of works. Written exam, project, or extended paper on topic approved by instructor. Open to all students; ability to read standard musical scoring at minimal level helpful.

**AMU 361 Advanced Tonal Harmony**

*Prof. William Waters*

Continuation of AMU 145. Harmonic techniques: modulatory practices through chromatic harmony of late nineteenth century. Written exercises, tests, final exam. Open to all qualified students; recommended for music majors. Permission of instructor required.

**AMU 366/367 Music Projects II**

For students with demonstrated abilities in music, proficiency in theoretical, historical background: recital preparation, production of original work. Work may be done in more than one semester for single course credit. Permission of music faculty required.



**AMU 442 Applied Music : Organ, Piano, Voice, Guitar, String, Brass, Woodwinds**

Learn to perform great music of all periods on any instrument offered, through disciplined practice, research. One one-hour lesson, at least six practice hours, attendance at one performance class per week. One course credit for each year of study. Permission of music faculty required.

**AMU 443 Comprehensive Musicianship V: Music of the Romantic Period**

*Prof. William Waters*

Leading composers from late works of Beethoven to Debussy. Primary source material, analysis of musical structures; in instrumental forms, compositions for solo instruments, chamber work, symphony. Composition in style of period; performances of original compositions, works by masters encouraged. Major, two shorter papers. Prerequisite: AMU 145 or equivalent. Offered 1982-83 and alternate years.

**AMU 444 Comprehensive Musicianship VI: Music of Contemporary Period**

*Prof. William Waters*

Music of French Impressionist School through Schonberg, Ives, Stravinsky, Bartok, Webern, Varese, Orff, Messian, Hindemith, Prokofiev. Posttonal organization of sound, twelve-tone techniques, aleatory music, other twentieth century phenomena. Two oral reports, major paper, final exam. Prerequisite: AMU 145 or permission of instructor.

**AVS 362 Creative Listening**

**AVS 363 Music and Value**

For descriptions see VALUES SEQUENCE COLLOQUIA

## PHILOSOPHY

Students majoring in philosophy will develop with a Mentor program with a minimum of eight philosophy courses, at least two from Logic and Language, Modes of Philosophizing, Ethics; at least three from the History of Philosophy four-course series; the remainder should be upper level courses representing the student's particular interests, integrative in relation to courses taken in other fields, and should help provide perspective for the whole liberal arts program.

**LPL 110 (Modes of Learning)**

**LPL 150 (Directed Study) Modes of Philosophizing**

*Prof. Keith Irwin*

Thought of such philosophers as Berkeley, James, Plato, Lucretius, Sartre; philosophical questions, possible modes, patterns for answering them, assuming they differ from scientific, historical, technological, informational, commonsensical, other kinds of questions; venturing on personal philosophical thinking with greater confidence, sophistication, through recognizing, appreciating philosophical thinking of others.

**LPL 111 (Modes of Learning)**

**Logic and Language**

*Prof. Peter Pav*

Methods of critical, logical analysis of language, thought; everyday language, its nature, uses, misuses; artificial logical languages whose precision can aid understanding; developing techniques for evaluating arguments, analytic precision, recognizing fallacies. Useful for pre-law, philosophy, science, mathematics, social science, literature students. Frequent homework exercises, three open-book exams.

**CPL/CRE 230 Philosophy of Religion**

For description see RELIGION

**CPL 241 Ethics**

*Prof. Keith Irwin*

Major moral philosophies in Western thought, Plato through Nietzsche. Foundations of moral reasoning, definition of the good life. Groups rotate major responsibility for class discussion. Two one-page thesis papers, five-page paper applying position of major ethical thinker to contemporary moral problem, final integrative educational experience.

**CPL 244 Social and Political Philosophy**

*Prof. Ashby Johnson*

Major theories of civil order which have been influential in Western Europe, America. Contemporary political theory examined in light of classical tradition, historical movements. Two tests, term paper, exam. Offered 1982-83 and alternate years.

**LPL 321 History of Philosophy: Greek and Roman**

*Prof. Peter Pav*

Rise of philosophy, 600 BC-100 AD. Emphasis on natural philosophy. Pre-Socratics, Sophists,

Stoics, Epicureans, Plato, Aristotle. Student-led seminars. Two take-home exams, term paper. Relevant for philosophy, history, science, classics. Offered 1982-83 and alternate years.

**LPL 322 History of Philosophy: Medieval and Renaissance** *Prof. Keith Irwin*

Philosophy of high middle ages, one of most impressive intellectual accomplishments of Western man. Medieval mind, Augustine, Anselm, Aquinas, Scotus, Ockham, Renaissance philosophies. Relations between faith, reason as avenues of truth. Four short papers used in seminar discussions, final exam. Not open to Freshmen. Offered 1982-83 and alternate years.

**LPL 323 History of Philosophy: 17th-18th Century** *Prof. Peter Pav*

Central problem of knowledge: what, how can we know ourselves, our world, God? Philosophical developments, Descartes through Kant as response to Scientific Revolution. Two exams, seminar presentations, philosophical journal.

**LPL 324 History of Philosophy: Nineteenth Century** *Prof. Keith Irwin*

Reactions to Kant, German Idealism, Utilitarianism, social, scientific philosophy, existentialism: Hegel, Schopenhauer, Comte, Mill, Marx, Kierkegaard, Nietzsche, Mach. Systematic rationalism, its limits, role of science in metaphysics, importance of individual. Seminar presentations, two exams, written philosophical statement. Offered 1981-82 and alternate years.

**LPL 342 Twentieth Century Philosophical Movements** *Prof. Keith Irwin*

Development of philosophical analysis and existentialism as two main philosophical movements of twentieth century; comparison on such critical issues as views of man, language, ethics, religion. Written presentations, final exam. Freshmen require permission of instructor. Offered 1982-83 and alternate years.

**CPL 344 Varieties of Marxism**

Philosophical, economic background of nineteenth century Europe, selections from writings of Marx, Engels, Lenin, Trotsky, Stalin, Djilas. Chinese, Latin American, European interpretations of Marx. Seminar reports, major paper, mid-term, final exams. Some background in philosophy, economics or political theory required. Offered 1981-82 and alternate years.

**LPL 345 Symbolic Logic** *Prof. Peter Pav*

Theoretically oriented sequel to Logic and Language. Logic as object of study, not inferential tool. Propositional, predicate logic axiomatically developed, analyzed, emphasis on formal properties: derivability, completeness, analyticity, categoricity, consistency. Homework exercises, three open-book or take-home exams. Prerequisite: LPL III or permission of instructor for students with equivalent background. Offered 1982-83 and alternate years.

**LCM/ICM 350 (Directed Study) The Twentieth Century British Mind** *Prof. Keith Irwin*

For description see ICM 350 under London Offerings.

**ICM 351 (Directed Study) History of Science in Great Britain**

For description see London Offerings.

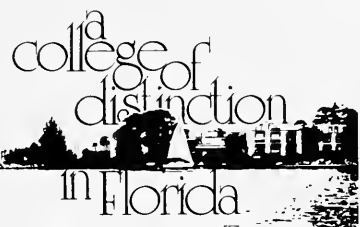
**LPL 360 Philosophy of Science** *Prof. Peter Pav*

Recent controversy on scientific explanation between formal, logical analysis and informal, heuristic approach. Analysis of laws, theories; examples from history of science: Lavoisier's discovery of oxygen, Pasteur's concerning bacteria, Pauli's of neutrinos. Two exams, term paper. Offered 1982-83 and alternate years.

**LPL 361 Philosophy of Science: Aristotle's Natural Philosophy**

*Prof. Peter Pav*

Aristotle as philosopher of science examining nature, structure of scientific fact, theory. Lectures, discussions: Aristotle's physics, astronomy, biology, metaphysics. Seminar presentations, research paper, six quizzes, final exam.



**LCM/LAS 203 Life and Death in Indian (Hindu) Literature**

*Prof. Keith Irwin*

Westerners have conflicting views of India: as a faltering nation overwhelmed by pestilence, poverty, population; as nurturing bed of world religions enticing jaded minds, souls of the secular west. Is it possible to amalgamate these views? What will a look at traditional and modern Indian art, literature, religious life, city village life bring to light; Vishnu, Shiva (restoration, destruction) still alternate in cosmic dream of Indian life; is new secular industrial culture possible; is this false disjunction? Individual projects, seminar contributions, exam.

**LVS 303 The Scientific Revolution and Human Values**

**LVS 308 Experience, Values and Criticism**

For descriptions please see VALUES SEQUENCE COLLOQUIA

## PHYSICAL EDUCATION

**BPE 114 Analysis of Motor Skill Learning**

*Prof. Mary Ann Giacchino*

Theory, principles underlying learning, performing physical skills. Individual group activities analyzed for skills, knowledge required to perform motor activities, techniques of relating them to others. Practical application in instructional settings. Project papers, group project, midterm, final exams.

**BPE 121 Principles of Physical Education**

*Prof. James Harley*

Historical, philosophical, scientific foundations, desired aims, objects of physical education as career; introduction to administration, curriculum. Minimum 20 contact hours in local schools in pre-internship program to help determine if student is prospective physical education teacher. Term paper, final exam. Personal interview required. Open to upperclass students.

**BPE 123 Fitness and Skills**

*Prof. James Harley*

Fitness training programs; physical fitness problem in U.S.; introduction to as many skills as time permits, to promote lifetime of physical activity through at least one skill. Vigorous exercise program for entire year, individual research in specific area. Term paper. Medical clearance required. Open to upperclass students.

**BPE 212 Kinesiology**

*Prof. Mary Ann Giacchino*

Body mechanics, muscular system, their inter-relationship. Program of daily muscle use, basic anatomy, physiology, psychology. Bone, ligament, muscle relationship, physical laws influencing body movement: leverage, angle of pull, motion gravity, balance, prescribing exercise. Term paper, motion analysis, lab assignments, daily quizzes. Permission of instructor required. Class limit 12.

**BPE 321 Coaching Techniques II: Theory, Problems and Organization in the Coaching of Athletics**

*Prof. John Mayotte*

Role of athletic coach in changing society, social-psychological problems inherent in coaching today, role of sports, coach, development of philosophy of coaching. Organization, development of sports programs, from youth leagues to collegiate athletics. Teaching styles, research into coaching effectiveness. Research summaries, reports, quizzes, major project, final exam.

**The following activities do not carry course credit.**

Red Cross Advanced First Aid and Emergency Care

Wounds, specific injuries, shock; respiratory emergencies, drowning, resuscitation; poisoning, drugs, drug abuse; burn, exposure to radiation, heat, cold; bone, joint injuries, immobilization, splinting; dressing, bandages; sudden illness, emergency childbirth, extrication, emergency rescue, transfer. 40 hours.

Red Cross Beginning Swimming

Basic swimming strokes, skills. With sufficient progress, Red Cross Advanced Beginner may be taken in same semester, earning two certificates from Red Cross. 12 hours.

**Red Cross Intermediate and Swimmer Courses**

Increase endurance, versatility, perfect additional strokes, skills. Successful completion meets requirements for Avance Lifesaving, Water Safety Instructor. Prerequisite: swimming ability equivalent to having passed beginning course. 12 hours.

**Red Cross Advanced Lifesaving**

Personal safety, self rescue; swimming rescues, defenses, releases, escapes; search, rescue; special rescue, removal techniques, first aid; beach, surf rescue, lifeguarding; small craft safety. Certificate prerequisite for some lifeguarding jobs, W.S.I. course. Masks, fins, snorkel required. Prerequisite: good swimming endurance (500 yards continuously); marked ability in swimming strokes, related skills as evidenced by passing admissions test. 26 hours.

**Red Cross Water Safety Instructor**

Methodology of teaching swimming, water safety, lifesaving; lesson planning, practice teaching. Certificate allows teaching number of Red Cross courses, including Advanced Lifesaving, is prerequisite for camp waterfront counselor, aquatic director, lifeguard jobs at many municipal pools. Masks, fins, snorkel required. Prerequisite: Advanced Lifesaving, Swimmer certificates or passing equivalency test. 30 hours.

**Beginning Tennis**

Introduction to tennis, developing basic skills. Written, skills, form exams.

**Advanced Tennis**

Tennis beyond beginning level. Written, skills, form exams. Prerequisite: Beginning Tennis or equivalent.

**PHYSICS**

For the B.A. degree, students majoring in physics normally take the following courses: Fundamental Physics I, II, and III, Electronics, Classical Mechanics, Electricity and Magnetism, Quantum Physics I, Calculus I, II, III. For the B.S. degree, additional courses normally included are Quantum Physics II and selected advanced mathematics courses, along with Senior Thesis, and Concepts in Chemistry I and II. Students may arrange independent or directed study courses in advanced subjects to suit their needs.

**NPH 141 Fundamental Physics I**

**Prof. Wilbur Block**

Nature of physical world, particle motions, elastic waves, heat, thermodynamics. Three course sequence, Fundamental Physics I, II, III, presents contemporary view of concepts in elementary form. Text: Halliday and Resnick, **Fundamentals of Physics**. Assigned problems, exercises, lab work, major, minor quizzes. Prerequisite: NMA 131 or permission of instructor.

**NPH 142 Fundamental Physics II**

*Prof. Harry Ellis*

Second course of elementary physics sequence: heat, thermodynamics, electricity, magnetism, elastic waves, optics. Assigned problems, exercises, lab work, major, minor quizzes. Prerequisite: NPH 141 or consent of instructor.

**NPH 241 Fundamental Physics III**

*Prof. Harry Ellis*

Optional continuation of elementary physics sequence. Atomic, nuclear phenomena, special relativity. Text: Wiedner and Sells, **Elementary Modern Physics**. Assigned problems, exercises, lab work, major, minor quizzes. Prerequisite: NPH 142 or consent of instructor.

The next four courses, Classical Mechanics, Electricity and Magnetism, Quantum Physics I and II, will be offered as Directed Studies unless there is sufficient enrollment.

**NPH 341 Classical Mechanics**

*Prof. Wilbur Block*

Dynamics, systems of particles, rigid bodies; introduction to elastic media, waves, treatment of Lagrangian, Hamiltonian formulations of dynamics. Set of problems, final exam. Prerequisites: NPH 142, NMA 234 or consent of instructor.

**NPH 342 Electricity and Magnetism**

*Prof. Harry Ellis*

Fundamental role of Maxwell's equations in study of electric, magnetic fields, AC, DC circuits. Electromagnetic wave theory introduced. Set of problems, final exam. Prerequisites: NPH 142, NMA 234 or consent of instructor.



### **NPH 443 Quantum Physics I**

*Prof. Harry Ellis*

Experimental results leading to formulation of modern quantum theory. Schroedinger wave equation used to solve physical problems treating variety of one-dimensional potential functions; comparison of classical, quantum results. Assigned problems, written exam. Consent of instructor required.

### **NPH 444 Quantum Physics II**

*Prof. Harry Ellis*

Continuation of Quantum Physics I. Three-dimensional wave equation, particular application to hydrogenic atoms. Identical particles introduced, emphasis on low-energy scattering. Assigned problems, written exam. Prerequisite: NPH 443 or consent of instructor.

### **NPH 499 Independent Research-Thesis**

Outstanding students majoring in physics normally are invited to engage in active research and to prepare a thesis in lieu of Senior comprehensive examinations. Apparatus is available for research in low-energy ionic-atomic scattering, spectroscopy from infrared to ultra-violet, additional equipment is available for studies in X-ray crystallography, and high vacuum techniques. Designed primarily for thesis students, this course is available to others by special permission of the staff. Evaluation is based on the presentation and oral defense of the thesis.

### **NCM 150 (Directed Study) The Universe**

*Prof. Irving Foster*

How we perceive ourselves is partially determined by how we perceive the physical universe of which we are part, in 20th century no less than in the past. Structure of universe, solar system, stars, star systems, historical review of cosmological theories from ancient times to present. Six papers, final research paper or exam.

### **NCM 151 (Directed Study)**

#### **The World of Life**

*Prof. Irving Foster*

Antiquity, diversity of life on earth, how it came to be, how it evolved into today's myriad forms, life as it is lived in communities. Six papers, research paper or final exam.

### **NCM 204 Electronics**

*Prof. Wilbur Block*

First principles of electronic circuit theory, basic operation of electronic circuits, instruments, utilizing modern electronic techniques, instrumentation. Lectures, lab, lab notebook, assigned problems, quizzes.

### **NCM 205 Astronomy 1982**

*Prof. Wilbur Block*

Solar system, its origin, stars, their evolution, structure, origin of universe of galaxies, constellations, our relationship to universe. Moon, planets, stars observed telescopically, observation sessions arranged. Assigned problems, exercises, written exams.

### **NCM 251 (Directed Study)**

#### **The Futures of Humanity: Worlds of Science Fiction**

*Prof. Irving Foster*

Modern science fiction, its concern with the future of humanity, extrapolation of present worked into possibly pleasant, usually forbidding future, with science playing less dominant role, serving often only as key to those futures in which cultural, societal, even theological concerns are more important. Minimum 5000 pages classic, modern science fiction, four papers, final research paper.

### **NVS 481 Human Nature and Human Values**

For description see VALUES SEQUENCE COLLOQUIA

## **POLITICAL SCIENCE**

Students majoring in political science will affiliate with either the Letters or the Behavioral Science Collegium. Both require the completion of Introduction to Comparative and International Politics, National Government and Politics in the United States, and six additional political science courses of the student's own choosing, including at least one from each member of the political science faculty. Students are encouraged to select appropriate courses supporting their studies from related disciplines. Students majoring through the Behavioral Science Collegium are also required to complete Statistical Methods.



**BPO 115 (Modes of Learning) Introduction to Comparative and International Politics** *Prof. Claud Sutcliffe*

Comparison of England, Soviet Union, China, Mexico, Tanzania; which structures perform which functions in each of these societies; emerging world system, its interrelated poverty, population, energy problems; simulation of impending world food crisis; proposal for new international order. Two exams (or alternative work, e.g. computer assignment), 10 page paper, take home final exam.

**BPO 118 (Modes of Learning) Introduction to Political Behavior** *Prof. Anne Murphy*

Individuals, groups, processes are often deliberately "political," affected by political system, and/or influence politics unintentionally. Linkage between individual, voluntary groups, political systems. Political socialization, group behavior, patterns of influence, elite studies, voting behavior, political communication. Three papers, three quizzes, final exam.

**LPO 121 National Government and Politics in the United States** *Prof. Felix Rackow*

Principles, practices of our national government; principles, development of Constitution; essential features, consequences, implications of federalism; nature, methods, functions of political parties, pressure groups; national political conventions, primaries; electoral problems, reform; voting behavior; establishment, growth, functions, powers of presidency; legislative process; judicial process; problems of civil liberty. Two one-hour exams, final exam.

**LPO 221 Civil Liberties** *Prof. Felix Rackow*

Recent problems in civil liberty: how far can the liberty of the individual be limited to protect the liberty of others? Interplay of politics, social, economic conditions, the law in free speech, religion, racial discrimination, loyalty, immigration, fair governmental procedure. Term paper, midterm, final exams.

**BPO 246 Varieties of Political Theory**

*Prof. Anne Murphy*

From moral philosophy through ideology to empirical theory, thinkers, activists have tried to understand political systems, behavior. Classical and contemporary thinkers try to make sense of

social policy, decision making. Tests, major papers on key theorist and classic problem. Sophomore or higher. Offered 1981-82 and alternate years.

**BPO/MN 276 An Introduction to Public Administration**

For description see BMN/BPO 276 under MANAGEMENT.

**LPO 321 The Constitution and Government Power**

*Prof. Felix Rackow*

Portions of U.S. Constitution dealing with governmental structure, relationships, power, including judicial review, separation of power, federalism, selected powers of national government through case studies. Opinions of Supreme Court discussed for analysis, trends. Midterm, final exams, closed-book tests in class, open-book tests outside of class. Class participation expected. May be taken independently of LPO 322.

**LPO 322 The Constitution and Individual Rights**

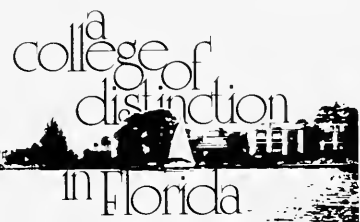
*Prof. Felix Rackow*

Portions of U.S. Constitution dealing with relations between individual and government, primarily Bill of Rights, Fourteenth Amendment through case studies. Opinions of Supreme Court, analysis, trends. Midterm, final exams, closed-book tests in class, open-book tests outside class. LPO 321 not prerequisite.

**LPO 323 The American Presidency**

*Prof. Felix Rackow*

The American presidency as political, constitutional office; its growth, development from Washington to Reagan. Selection of president; president's role in formulating, conducting foreign policy; treaties, executive agreements; president as commander in chief, protector of peace; his relation to Congress, his party. Term paper, midterm, final exams.



**BPO/BAS 341 Politics of Underdevelopment**  
*Prof. Claud Sutcliffe*

Politics of underdevelopment in Asia, Africa, Latin America, focusing on causes, consequences of poverty. Comparing liberal, ethical theories of development, case study of world food crisis, implications for U.S. foreign policy. Two papers.

**BPO 342 International Politics and World Order**  
*Prof. Claud Sutcliffe*

International politics, world order comparing two approaches: micropolitics (nation-state), macropolitics (world). Proposal for new world order designed to minimize large-scale collective violence; maximize social, economic well-being, fundamental human rights, conditions of political justice, rehabilitate; maintaining environmental quality. Two papers. Prerequisite: BPO 115 or permission of instructor.

**BPO 344 U.S. Congress**  
*Prof. Anne Murphy*

Representative government focuses on legislative politics. Democratic theory or practical politics can be better understood by careful study of U.S. Congress. Political behavior, election campaigns, law making, lobbying, constituency opinion. Test papers. Prerequisite: LPO 121 or LPO 323. Offered 1981-82 and alternate years.

**BPO 345 Grass Roots Politics**  
*Prof. Anne Murphy*

Elections as they affect Precinct 63-A, St. Petersburg, Pinellas County, Congressional District #6, Florida. Choosing candidate, party or issue, working with local campaign organization, understanding outcome. Research, speaking, canvassing, organizing, reporting to class. Paper, journal and log of campaign activity, report, final exam. Offered 1982-83 and alternate years.

**BPO 346 Political Parties in the U.S.**  
*Prof. Anne Murphy*

Parties still provide visible link between individual citizens, public policy. Theories of development, structure, practice, changing coalitions of American political parties at national, state, county level. Tests, papers. Prerequisite: several courses in U.S. government, history, social organization. Offered 1981-82 and alternate years.

**BPO 348 Urban Political Systems**  
*Prof. Anne Murphy*

Is a city a place to live? Community? State of mind? Jungle? How are decisions made that enhance, destroy quality of life in densely populated areas? Forms of city government, power structure analysis (political process), intergovernmental relations. Reports on outside reading, quizzes, papers, final exam. Prerequisites: Sophomore or higher, two courses in related areas.

**BPO 445 American Foreign Policy Formation**  
*Prof. Anne Murphy*

Democratic policy process examined by close study of agencies, procedures for formulating, administering U.S. foreign policy. Reports, quizzes, term paper. Prerequisites: two courses in U.S. government, politics or history.

**LVS 302 Justice, Law and Community**

**BVS 466 Problems of the Future**

For description see VALUES SEQUENCE COLLOQUIA

## PSYCHOLOGY

All students majoring in psychology will complete a common core of five basic courses: Introduction to Psychology, Statistical Methods, Experimental Psychology, Psychology of Personality, and Learning and Cognition. In addition, students will elect two courses from each of the two area categories listed below, making a total of four elective courses. The psychology major thus requires nine courses, five of which are required of all students and four of which are elective. Introductory Psychology is normally taken in the Freshman year, Statistical Methods and Fundamentals of Psychological Research in the Sophomore year, and Learning and Cognition and Personality Theory in the Junior year. **Area 1-Experimental Psychology:** Developmental Psychology, Social Psychology, Biopsychology, History and Systems of Psychology, Research Seminar in Social Psychology. **Area 2-Applied Psychology:** Behavior Disorders, Introduction to Clinical and Counseling Psychology, Psychometric Theory, Behavior Modification, Group Dynamics, Gestalt Theory and Practice, Counseling.

**BPS 112 (Modes of Learning)  
Introduction to Psychology**

Scientific study of psychological processes, behavior; experimentation, correlation, observation, how psychological knowledge is acquired, utilized. Theoretical approaches to human, animal behavior based on research: learning, cognition; biopsychology; motivation; human development, personality; abnormal behavior; social processes. Three in-class exams. Early completion required for concentration in psychology or education certification.

**BPS 201 Experimental Psychology**  
*Prof. James MacDougall*

Nature of research, experimentation in psychology. Research methodology, formulation of hypotheses, design, execution of experiments, analysis of data, communicating results to co-workers in field. Observational techniques, correlational and laboratory methods. One-hour quizzes, series of laboratory projects. Prerequisites: BPS 112 and statistics course.

**APS/AHR 202 Adolescent Psychology**  
For description see AHR/APS 202 under HUMAN RESOURCES

**BPS 205 Learning Cognition**  
*Prof. James MacDougall*

Principles of animal, human learning; thinking, creativity. These processes basic to theory, research in all other areas of psychology and education: therefore, this course appropriate for students in many areas besides psychology. In-class exams. Prerequisite: BPS 112.

**APS/AED 207 Group Dynamics**  
For description see AED/APS 207 under EDUCATION.

**BPS 300 Developmental Psychology**  
*Prof. Ted Dembroski*

Past, present concepts, theories, research in developmental psychology; early experience, intellectual development, social learning, behavior modification, achievement, morality. Observational, correlational experimental methods: development of human, non-human organisms from conception to death. Two or three exams. Prerequisite: BPS 112.

**APS/AHR 302 Gestalt Theory and Practice**  
*Prof. Thomas West*

Gestalt is one of foundation stones in human potential movement, lending itself to therapy, personal growth, education, specialized counseling, self-awareness. Theoretical framework, how it is applied in education, therapy, personal growth. Term project, group demonstration, midterm, final exams. Prerequisite: BPS 112 or permission of instructor. Offered 1981-82 and alternate years.

**BPS 302 Social Psychology**  
*Prof. Ted Dembroski*

Past, present concepts, theories, research in social psychology. Methodology: experimental approach to understanding social forces which affect individual beliefs, emotions, behavior. Social influence, attitudes, persuasion, social affiliation, leadership prejudice. Natural field setting research. Two or three exams. Prerequisites: BPS 112 and statistics course.

**BPS 305 Behavior Modification**  
*Prof. Bart Tebbs*

Application of learning principles used to modify behavior in applied settings, especially management, teaching, clinical psychology. Behavior modification skills training. Test, development of behavior modification program, final exam. Prerequisite: BPS 112.

**BPS 306 Psychology of Personality**  
*Prof. Sal Capobianco*

For psychology majors who want to study personality in detail; students outside psychology who want to understand themselves, other in more scientific way. Theory, research, assessment; trait and factor, psycho-analytic, behavioral, phenomenological theories of personality; research relevant to personality theories; psychological testing. Two or three exams. Prerequisite: BPS 112.



**BPS 307 Psychometric Theory**

*Prof. Sal Capobianco*

Principles of psychological assessment, test construction, reliability, validity, utility; basic psychological, measurement assumptions underlying interviews, self-report inventories, aptitude tests, projective tests, behavior ratings, range of situations in which testing appropriate. In-class exams, lab projects in test construction. Prerequisites: BPS 112, BPS 306, course in statistics.

**APS/AHR 308 Introduction to Clinical and Counseling Psychology**

For description see AHR/APS 308 under HUMAN RESOURCES.

**APS/AHR 309 Behavior Disorders**

For description see AHR/APS 309 under HUMAN RESOURCES.

**BPS 309 Biopsychology**

Neurological, neurophysiological principles, application to understanding such phenomena as instinct, motivation, perception, learning, thought, language. In-class exams, research paper. Of intermediate difficulty, appropriate for Juniors, Seniors with backgrounds in psychology or natural sciences.

**BPS 402 Research Seminar in Social Psychology**

*Prof. Ted Dembroski*

Design, conduct, write original piece of research in social psychology; generate, criticize research ideas. Research project from idea inception through sound methodology to final publication form. Prerequisites: BPS 112, BPS 302 or 306, statistics course, or consent of instructor.

**APS 403 Practicum in Peer Counseling**

*Prof. Linda Snow*

Developing behavioral competencies in individual counseling; learning practicing skills in assessment, contracting, interviewing techniques, relationship-building, problem-solving interventions, referral methods. Providing supervised counseling to peers, participating in role playing demonstrations, preparing case reports, assessments. Contract appropriate to student's developmental needs. Prerequisites: APS/AHR 308, AHR 325 preferred, permission of instructor. Limit: 10 Junior/Senior Human Resources or Psychology majors.

**BPS 404 History and Systems**

Provides advanced psychology students synthetic overview of history, major theoretical systems of modern psychology. Historically recurring questions of human thought, behavior motivating research, theory; range of methodological, philosophical assumptions concerning human behavior underlying various theoretical perspectives, major theoretical systems of twentieth century. Two exams, research paper. Strongly recommended for psychology majors, essential for graduate work in field. Prerequisites: Junior, Senior standing, major preparation in psychology. Not offered 1981-82.

**APS/AHR 405 Practicum in Group Work**

For description see HUMAN RESOURCES

**APS/AED 421 Psychology for Education**

For description see EDUCATION

**APS/BPS 499 Independent Research — Thesis**

Students majoring in psychology may elect to devise an independent study project with one of the participating faculty members. Such projects may be oriented toward library research and reading, or may involve laboratory or field research projects. Directed research leading to a Senior thesis is available only by invitation of the participating faculty member. Students planning to do a Senior thesis must complete a preliminary research proposal by April of their Junior year.

**AVS 383 Psychology of Consciousness**

For description see VALUES SEQUENCE COLLOQUIA

**RELIGIOUS STUDIES/  
RELIGIOUS EDUCATION**

Students majoring in religious studies must take the basic course, The Study of Religion, and at least two courses from each of the following areas: Biblical studies, historical and theological studies, philosophy of religion and ethics, and non-Western religions. Competency in the religious studies major will be determined by successful completion of all courses and a comprehensive examination or thesis. Directed and independent study courses may be taken toward

fulfillment of this major.

An interdisciplinary concentration in Religious Education is also available. This concentration will entail work in four academic areas: Biblical and Theological studies; Psychology and Counseling studies; and Management studies. This concentration should appeal especially to students contemplating professional careers with Church and Synagogue, and to students who wish to work as lay people in religious institutions.

**CRE/LRE 110 (Modes of Learning)  
Introduction to Religious Studies**

Ways of studying religious experience, thought. Readings, lectures, films, discussions, field trips provide opportunities for first-hand observation, description, analysis of religious phenomena. Reports, exams, paper exploring, synthesizing personal religious values. For students wishing to pursue religious studies; required for students majoring in the discipline.

**LRE 113 (Modes of Learning)  
Understanding the Bible I: Old Testament**  
*Prof. Stanley Chesnut*

Biblical study beginning with survey of Hebrew literature in Old Testament, sacred scripture for Jews, Christians. Literary analysis, historical criticism, theological exegesis; objective, subjective interpretation, more constructive understanding of Bible. Reports, quizzes, exams. Recommended for those planning further study of the Bible or Religion.

**LRE 114 (Modes of Learning)  
Understanding the Bible II: New Testament**  
*Prof. Stanley Chesnut*

Biblical study continues with Christian literature in New Testament. Literary analysis, historical criticism, theological exegesis; objective, subjective interpretation, more constructive understanding of Bible. Reports, quizzes, exams. Recommended for those planning further study of the Bible or Religion. Not necessary to take LRE 113 before LRE 114.

**LRE 221 Religion in America  
LRE 250 (Directed Study)**  
*Prof. Alan Carlsten*

Analyzing, evaluating beliefs, behavior, institutions of the unique style of Christianity, Judaism in America; the tremendous significance of religion in the American experience. Three one-hour exams, paper.

**CRE/CPL 230 Philosophy of Religion**  
*Prof. Ashby Johnson*

Investigation of conceptual aspects of religion: natural and supernatural, religious experience, sources of religious knowledge, faith and reason, past and future. Term paper, midterm, final exams. No prerequisites, although background in religion/philosophy valuable. Offered 1982-83 and alternate years.

**LRE 231 Nordic Religion and the Icelandic Sagas**  
*Prof. Alan Carlsten*

Phenomenological method of inquiry into religion, using ancient Nordic religion as presented, described in Icelandic saga literature. Myth, symbol, cult; description, analysis, evaluation of sagas. Reports, research paper, two one-hour exams.

**CRE 240 Non-Western Religions**  
*Prof. Gilbert Johnston*

Beliefs, practices, underlying values of religions outside Judaeo-Christian of West, providing basis for comparison of alternate modes of religious expression. Cultures of Asia, Africa as foundation for further study in Indian, East Asian religions. Two short papers, three tests.

**LRE 241 Christian Thought and Practice Through the Centuries**  
*Prof. Alan Carlsten*

Beliefs, behavior patterns, institutional structure of Christian church throughout twenty centuries of existence. Great theological debates, development of episcopacy, problems of church state, monastic movement, sixteenth century Reformation, post Vatican II Christendom. Three one-hour exams, brief paper.

**LRE 242 Archaeology and the Bible**  
*Prof. Stanley Chesnut*

Historical research through archaeology: new information for students of the Bible, religion, history, anthropology, ancient literature, comparative cultures, Middle East. Methods, interpretation of data, results of some important "digs;" importance of such study for understanding the Bible. Films, slides. Written reports, final exam. Prerequisite: college course in Bible, or permission of instructor.



**CRE/CAS 243 East Asian Religions**

*Prof. Gilbert Johnston*

Confucianism, Taoism, Shinto, so-called new religions of modern age; ways in which traditional views of world, humanity's place in it, nature of human society, proper forms of behavior are changing in face of modern pressures. Papers, two exams.

**LRE 250 (Directed Study) Religion in America**

For description see LRE 221 Religion in America

**LRE 251 (Directed Study) Introduction to the Old Testament**

*Prof. Stanley Chesnut*

History, literature, religion of Old Testament: major books of Hebrew Bible (in English), Pentateuch, History, Prophets, Writings in historical contexts; Israelite religion, its development. Writing assignments, final exam. Strongly recommended for students planning upper-level work in Bible.

**LRE 252 (Directed Study) Introduction to the New Testament**

*Prof. Stanley Chesnut*

Most important ideas, events of New Testament: Gospels; life, teachings of Jesus; Acts, letters of Paul, other letters, Book of Revelation; origins, principles of early Christianity. Writing assignments, final exam. Strongly recommended for students planning upper-level work in Bible.

**LRE 253 (Directed Study) The Life and Teachings of Jesus**

*Prof. Stanley Chesnut*

Life, principle teachings of Jesus as recorded in Gospels of New Testament: Galilean, Judean ministries, Sermon on the Mount, parables, other sayings, final days in Jerusalem. Reading primary sources. Writing assignments, final exam.

**LRE 320 Jesus of Nazareth**

*Prof. Stanley Chesnut*

Who is Jesus of Nazareth? Study of four Gospels, life, teachings of Jesus, Jewish, Roman sources of the time, may answer the question in Christianity, Western culture. Seminar, with students participating fully in discussions, presenting reports. Major research project. Prerequisites: upper-class standing, previous academic study of religion.

**CRE 341 Hinduism and Buddhism in the Modern World**

*Prof. Gilbert Johnston*

How traditional faiths cope with modern problems of secularism, materialism, Communism, war, hunger, poverty, environmental deterioration; spiritual resources providing hope; signs of revival. Written assignments, midterm exam, paper. Prerequisites: CRE 240, 241. Offered 1982-83 and alternate years.

**LRE 341 The New Religions**

*Prof. Stanley Chesnut*

Search for new spiritual understanding in West has resulted in rapid growth of "new religions," new ways of interpreting "old religions," such as Western Zen, Transcendental Meditation, Scientology, Hare Krishna, occultism, astrology, reincarnation, drug cults. Examining roots of quest for new religious consciousness. Seminar reports, research project, midterm, final exams. Prerequisite: CRE/LRE 110 or permission of instructor.

**LRE 361 Twentieth Century Religious Thought**

*Prof. Alan Carlsten*

Major religious thinkers of twentieth century, Gandhi, Barth, Bultmann, Tillich, Niebuhr, Buber, Kung, Moltmann, analyzed, evaluated for contributions to religious thought, practice. Reading from primary sources. Three one-hour exams, final paper.

**CRE 370 The Zen Phenomenon: Its Oriental Roots and American Impact**

*Prof. Gilbert Johnston*

Zen in relation to two other forms of Japanese Buddhism which have had significant impact in America: Pure Land and Nichiren. Origin, development in oriental context, examining nature of appeal to specific segments of American society, ways in which they challenge Christian/secular American attitudes, values. Written assignments, paper or project, exam. No prerequisite, but CRE 240 or CRE/CAS 243 recommended as useful background.

**CVS 386 Religion in Tomorrow's Environment**

For description see VALUES SEQUENCE COLLOQUIA

## RESIDENT ADVISER

### ACM 305 Resident Adviser Internship

*Student Affairs Staff*

Year long course for RAs. Forty-five hours classroom instruction during autumn term; bi-weekly meetings, monthly complex meetings, on-duty rotation, periodic workshops constitute in-service training. Community, group development; communication, paraprofessional counseling; crisis intervention, first aid; conflict resolution; leadership, assertiveness, cross-cultural training.

## RUSSIAN STUDIES

The program in Russian studies integrates the study of the Russian language with Russian history, Russian literature, and contemporary Soviet reality. Students must complete at least two years of college-level Russian, and finish five courses dealing specifically with Russia: two in Russian history, two in Russian literature, and one in Soviet Area Studies. Each student in this program must also choose a field of specialization within Russian studies (usually language, literature, history, or social sciences) consisting of at least four courses in addition to those listed above. When appropriate these courses may be independent or directed studies, colloquia, and/or thesis preparation. All students will have an oral examination covering their entire program, in addition to the comprehensive examination in a field of specialization or a thesis.

### CRU 110 (Modes of Learning)

### CRU 102 Elementary Russian

*Prof. Vivian Parsons*

Intensive drill in understanding, speaking, reading, writing grammatical, conversational patterns of modern Russian, reading from simple Russian prose. Written exercises, exams. CRU 110 or its equivalent prerequisite for 102.

### CRU 201/202 Intermediate Russian

*Prof. Vivian Parsons*

Review, completion of basic Russian grammar, continued work on conversational skills. Written exercises, exams. Prerequisite: CRU110/102.

### CRU 301 Introduction to Russian Literature and Culture

*Prof. William Parsons*

Examination of Russian cultural heritage, survey of Russian literature from Pushkin to Solzhenitsyn. Readings, papers, lectures, films, discussions primarily in Russian. Offered 1982-83 and alternate years.

### CRU 302 Daily Life in Soviet Society

*Prof. William Parsons*

Daily life of Soviet citizen: family, education, youth organizations, economic pursuits, mass media, leisure activities, etc. Project in special field of interest. Prerequisite: two years of college Russian. Offered 1981-82 and alternate years.

### CAS 283 Soviet Area Studies

For description see AREA STUDIES.

**For further courses see also HISTORY, LITERATURE, PHILOSOPHY and POLITICAL SCIENCE.**

## SOCIOLOGY

The required courses for the sociology major are Introduction to Sociology, Statistical Methods, Research Design, and The History of Social Thought. In addition to these, each student selects six other sociology courses in consultation with the Mentor.

### BSO 110 (Modes of Learning)

### Introduction to Sociology

Nature of society; dynamics of social behavior through examination of means employed to investigate social behavior. Possibility of "science of society," fundamental questions, applicability of scientific methods to questions sociologists must answer. Basic social issues. Exams. Prerequisite for students planning to major in sociology.



**BSO 150 (Directed Study) Introduction to Sociology**

Basic tools, concepts of sociology. Science and social behavior, social organization, culture, socialization, primary groups, social stratification, complex organization, collective behavior, population, the family, education, religion, law, racial/ethnic relations, urbanization, technological/political change.

**BSO 220 Racial and Cultural Minorities**

Conflict, accommodation, assimilation in majority-minority relations; social, historical, cultural, political, economic factors involved in racism, prejudice, discrimination. Two exams, research paper.

**BSO 221 Juvenile Delinquency**

*Prof. William Winston*

Juvenile delinquency from interactionist-labeling perspective, providing basis of understanding delinquency, behavior in general. Collective nature of human behavior (symbols, language, gestures in formation of social action); interaction between self, others; processive, emergent nature of human interaction; importance of seeing reality from point of view of those engaged in action. Four exams, term paper.

**BSO 223 Social Problems**

*Prof. William Winston*

Social problems as deviations from social norms: objective condition which can be verified by impartial, trained observers; subjective definition as threat to values. Sociological concepts relating norms to development of human personality, fitting individual behaviors into social scheme, maintaining order so individual, group goals are achieved. Four exams.

**BSO/AHR 225 Introduction to Social Work**

Theoretical, value bases of social work practice. Optional volunteer field work experience in selected social service agencies. Recommended for students thinking of social work profession. Three applied papers; two exams and term paper, or three exams. Prerequisite: introductory behavioral science course.

**BSO 226 Social Stratification**

*Prof. Michael Flaherty*

Systems of social ranking in human societies. Power, prestige, privilege as related to class differences; class as determinant of group interests, ideology, interaction; effects of social change, mobility on class structure. Exams. Prerequisite: BSO 110 or permission of instructor.

**BSO 250 (Directed Study) The Family**

The family as social institution; relationship between society's family system, economy, technology; the family as small group. Processes of attraction, conflict, accommodation which bring families together, pull them apart. Extensive essays on assigned topics.

**BSO 320 Social Structure and Personality**

*Prof. Michael Flaherty*

Relationships between functioning of social system, behavior, attitudes of individuals with special reference to social, cultural factors in personality development, perceptual process; role behavior in small group interaction. Research projects, papers. Prerequisite: BSO 110 or permission of instructor.

**BSO/LSO 321 Sociology of Industry and Labor**

*Prof. Clark Bouwman*

Historical review of development of industrial system, organization of labor, nature of American patterns of industry, labor. Labor, management: practices, ideologies; roles of government, law as agency, arbiter. Sociological approaches to formal, informal structures, manifest, latent functions, contrasting value systems. Term paper, midterm, final exams. Prerequisite: BSO 110.

**BSO 322 Social Gerontology**

*Prof. William Winston*

Aging, age status as determinants of social interaction, social change. Theories of aging, research on life satisfaction, adjustment to aging; housing, medical, economic needs of elderly; death, bereavement; family life. Parent-youth conflicts, conflicts on institutional values, life goal changes, value continuity. Cross cultural, cross temporal comparisons. Research project on aging or generational conflict/continuity; two exams. Prerequisite: BSO 110. Other behavioral science courses recommended.



### **BSO 324 Criminology**

Criminality as socially dependent, culturally relative concept, a subdivision of deviance punishable through formal sanctions applied by political authorities who evaluate, punish rule-breaking behavior by means of "criminalization" process. Theories of criminal behavior, how legal processes attempt to control behavior. Papers, four exams. Prerequisite: BPO 110.

### **BSO 325 Community Field Experience**

Apprenticeships (exploration into areas of student interest and community need) and internships (concentrated training in area of student career or vocational interest) in carefully selected community agency areas. Contract with approval of instructor, field supervisor, defining job description, activities, responsibilities of student. Prerequisites: at least second semester Freshman standing, approval of instructor. Limit 20.

### **BSO 326 The Family**

Contemporary American family in its cultural context; historical, economic factors involved in development of modern family; differences between American family, family of other societies. Sociological, psychological variables in interpersonal attraction, marital adjustment, socialization of children. Two exams, two papers. Prerequisite: introductory course in behavioral science.

### **BSO 328 Complex Organizations and Bureaucracies**

Social, historical origins of complex organizations, bureaucracies; empirical research on issues related to internal dynamics of bureaucracy; behavior of organizations in their social, cultural environments. Two exams, research paper. Prerequisite: BSO 110.

### **BSO 350 (Directed Study) American Minorities**

Descriptive, comparative study of history, present status of five American ethnic minorities, choosing, writing four-part essay, on five from list of eight: Blacks, Jews, Italian-Americans, Puerto Rican-Americans, Japanese-Americans, Chinese-Americans, Mexican-Americans, American Indians. Prerequisite: introductory course in behavioral science.

### **ISO 350 (Directed Study) London: A Representation of British Society**

For description see LONDON OFFERINGS.

### **BSO 420 Sociology of Religion**

Scientific study of functions of religious institutions in societies; religious leaders, leadership; religious groups in American society; adaptations of religious institutions to modern needs, conditions. Exams. Prerequisite: BSO 110 or permission of instructor.

### **BSO 426 History of Social Thought**

Theoretical foundations of modern sociology through examinations of works of Montesquieu, Comte, Marx, Tocqueville, Durkheim, Pareto, Weber. Contemporary theoretical issues in functionalism, conflict theory, symbolic interactionism, exchange theory, ethnomethodology. Twelve two or three page papers.

### **BCM 260 Statistical Methods**

### **BCM 360 Research Design**

For description see STATISTICS

## **SPANISH**

A student may major in Spanish by successfully completing eight of the following courses: Intermediate Spanish I, Intermediate Spanish II, Survey of Spanish Literature, Survey of Spanish American Literature, Modern Spanish Novel, Latin American Novel, Modern Spanish Drama, Golden Age Drama, Cervantes, Advanced Composition, The Artistry of Federico Garcia Lorca I, II (directed study). One of the two Hispanic Area Studies (Latin American or Spanish) is required. Study abroad in the Junior year is strongly recommended.

### **CSP 110 (Modes of Learning)**

### **CSP 102 Elementary Spanish**

*Prof. Pedro Trakas*

Intensive drill in understanding, speaking, writing Spanish. Vocabulary presented through dialogues, varied exercises. Speeches, independent lab practice. Weekly review, test based on entire week's work. Prerequisite for 102: 110.



### **CSP 201 Intermediate Spanish I**

*Prof. Pedro Trakas*

Continuation of 110-102. Intensive grammar review with corresponding pattern drills. Weekly speeches on social problems, items of current concern. Independent lab practice weekly. All work in Spanish. Final written/oral exam. Prerequisite: 110-102 or equivalent, permission of instructor.

### **CSP 202 Intermediate Spanish II**

*Prof. Pedro Trakas*

Literature as basis for improving understanding, speaking, reading, writing Spanish. Book of short stories, play, novel. All work in Spanish. Weekly tests, final exam. Prerequisite: 201 or equivalent.

### **CSP 301 Survey of Spanish Literature**

*Prof. Frank Figueroa*

Representative Spanish writers from all periods, genres of literature; one complete work; literature as vehicle for cultural understanding. Oral, written exercises, literary analysis to acquire deeper appreciation of literature while sharpening skills. Midterm, final exams. Prerequisite: third-year proficiency in Spanish.u15

### **CSP 302 Survey of Spanish American Literature**

*Prof. Frank Figueroa*

Works of Spanish American authors, one complete work, with emphasis on nineteenth, twentieth centuries. Language skills through use of oral, written exercises. Distinctive content, spirit of Spanish American literature. Midterm, final exams. Prerequisite: third-year proficiency in Spanish.

### **CSP 401 The Modern Spanish Novel**

*Prof. Frank Figueroa*

Most representative novelists from Generacion del '98 to present. All work in Spanish. Midterm exam, research paper (at least 15 typewritten pages) on topic approved by instructor. Prerequisite: 202 or equivalent, or permission of instructor.

### **CSP 402 Spanish American Novel**

*Prof. Frank Figueroa*

Selected works by Spanish American novelists following chronological order to give clear understanding of literary development in New World. Midterm exam, term paper (at least 15

typewritten pages) on topic approved by instructor. All work in Spanish. Prerequisite: 301-302 or permission of instructor.

### **CSP 403 Modern Spanish Dramas**

*Prof. Pedro Trakas*

Works of best modern playwrights from Benavente to present. Three questions, answers on each play weekly. All work in Spanish. Midterm, 15-25 page term paper. Prerequisite: 301-302 or equivalent. Offered 1982-83.

### **CSP 404 Golden Age Drama**

*Prof. Pedro Trakas*

Reading, analyzing most representative plays of period, including works by Lope, Tirso, Calderon, Alarcon, Castro, Moreto, Cervantes, Rojas Zorrilla, Mira de Amerscua. All work in Spanish. Midterm, 15-25 page term paper. Prerequisite: 301-302 or equivalent. Offered 1982-83.

### **CSP 405 Cervantes**

*Prof. Pedro Trakas*

Life, works of Miguel de Cervantes, critical analysis of *Don Quijote*, report on one of *Novelas ejemplares*. All work in Spanish. Midterm exam, 15-25 page term paper. Prerequisite: 301-302 or equivalent.

### **CSP 406 Advanced Spanish Conversation**

*Prof. Pedro Trakas*

Developing through intensive practice in speaking, listening, highest possible degree of fluency, correct pronunciation, intonation. Topics of current events, lists of idioms, colloquialisms, vocabulary distinctions. Weekly talks constitute oral test; final oral exam. Prerequisite: 202 or its equivalent.

### **CSP/CLI 450/451 (Directed Study)**

#### **The Artistry of Federico Garcia Lorca I,II**

*Prof. Pedro Trakas*

Study, analyze art forms engaged in by Lorca, reading his major literature. Three term papers in Spanish for students who have completed 202; in English for other students.

### **CAS 281 Latin American Area Studies**

#### **CAS 287 Spanish Area Studies**

For descriptions see AREA STUDIES

## **SPEECH**

### **LSH 222 Speech Communication**

*Prof. Alan Carlsten*

Developing skills in interpersonal, group and public speech communication. Analysis, constructive critique of performances aided by audio-visual equipment. Group, individual projects. Three written assignments (25 percent of grade), five oral projects (50 percent), final exam (25 percent).

### **LSH 224 Communicating in a Technological World**

*Prof. Alan Carlsten*

Techniques of effective writing, public speaking in business, professions, sciences. Writing clear, precise letters, reports, lectures. Oral presentations video-taped as aid in effective voice, gesture, posture patterns. Oral presentations, quizzes, two-hour exams.

## **STATISTICS AND RESEARCH DESIGN**

### **NMA 133 Statistics, An Introduction**

For description see MATHEMATICS.

### **BCM 260 Statistical Methods**

Principles of descriptive, inferential statistics, developing intuitive understanding, application of basic principles, techniques to real life situations in reasoned, relatively sophisticated fashion. Weekly quizzes, exams, research project. No mathematical preparation beyond algebra assumed. Prerequisite: introductory behavioral science course, or Sophomore, Junior, Senior status. This course or its equivalent required for students with concentrations in behavioral sciences. Credit not given for this course and NMA 133.

### **BCM 360 Research Design**

*Prof. William Winston*

Purpose of research is to discover answers to questions through application of scientific proce-

dures developed to increase likelihood that information gathered will be as relevant, reliable, unbiased as possible. Principles of scientific method as they apply to social sciences; elementary command of techniques used in modern research. Assignments, two tests, final exam. Prerequisite: introductory behavioral science course, statistics.

## **SWEDISH**

### **LSW 150/151 (Directed Study) Swedish I, II**

*Prof. Alan Carlsten*

Intensive drill in understanding, speaking, reading, writing Swedish. Forty - lesson taped Swedish government program, Radio Sweden taped program, texts. Quizzes, final written/oral exam.

### **LSW 250, 251 (Directed Study) Swedish II, III**

*Prof. Alan Carlsten*

Advanced Swedish grammar, writing: drill in understanding, speaking. Short stories provide skill in reading; Radio Sweden taped broadcasts. Quizzes, final written/oral exam. Prerequisite: LSW 150.

### **LSW 350, 351 (Directed Study) Swedish III, IV**

*Prof. Alan Carlsten*

Intensive study of Swedish literary figures. Lagerlof, Strindberg, Lagerkvist, Bergman; Stockholm's *Dagens Nyheter* (Sunday edition) read in Swedish. Conversation, writing skills. Papers, exam. Prerequisite: LSW 250.

## **TEACHING ENGLISH AS A SECOND LANGUAGE**

The B.A. in TESL is designed to prepare students for a career in teaching English as a second language. The program consists of four areas and includes these requirements: linguistics (General Linguistics, Structure of English, English Morphology, History of English Language, modern foreign language study); cultural (American Civilization); pedagogical (Methods of Teaching Languages, teaching internship); and professional (Senior seminar). Students will also take one



course each in the social sciences, American studies, and education, and will complete a Senior project.

### **CTE/CAN/LLI 230 Linguistics**

For description see ANTHROPOLOGY

### **CTE 235 Structure of Modern American English**

Analysis of grammar, syntax, phonetics of standard American English. Correct usage of written, spoken, English. Quizzes, final exam.

### **CTE 238 English Morphology**

Study of parts of words: prefixes, roots, suffixes, endings, with emphasis on inflectional, derivational morphemes (units of the English language), Latin, Greek roots. Reading assignments, homework, quizzes, midterm, final exams. Instructor's approval required for enrollment.

### **CTE 336 Methods of Teaching Languages**

Teaching methods, model demonstrations, staff, student lesson presentations. Modern methods of teaching pronunciation, grammar, vocabulary, pattern practices, construction of tests, use of language lab. Lab drills, tests. Students develop own styles, test assumptions and practices through class presentations. Instructor's permission required for enrollment.

### **CTE 337 Methods of Teaching English as a Second Language**

Readings, discussions, model demonstrations, lesson presentations, audio-lingual approach. Teaching grammar, reading, writing, speaking, constructing tests, use of language lab. Lab drills, tests. Prerequisite: linguistics course and instructor's approval.

### **CTE 338 Text Evaluation and Curriculum Development in TESL**

Selecting, evaluating models of linguistic analysis in TESL; analyzing factors in curriculum development. Analyzing text materials in audio-lingual, grammar theory approaches to language learning. Training students in technical skills, concepts. Materials, curriculum for specific linguistic goals. Reports, simulation projects. Prerequisite: Junior or Senior in TESL, or permission of instructor.

### **CTE 435 Senior Seminar in TESL**

Analyzing problems of teaching TESL to national, multinational groups. Principles of educational psychology, methodology of second-language acquisition, processes by which children, adults acquire specified elements of language. Oral presentations, final independent professional project. Prerequisite: Senior in TESL or permission of instructor.

## **THEATRE**

The Theatre program at Eckerd has two important functions: to provide the serious and talented theatre student with the theoretical, historical and practical fundamentals of the field; and to serve as a cultural resource for the college and community. Therefore, anyone is encouraged to join the department's creative efforts onstage and backstage whether student, staff or towns-person. The academic requirements for Theatre majors are 12 courses in the area which will include the following core program: The Human Instrument, Basic Acting Technique, Stagecraft, Theatre Projects (two semesters), History of Theatre (two semesters), Seminar in Theatre: Realities. Each student is expected to concentrate on a major creative work as a Senior project. Some time should be spent away from campus on an apprenticeship in study at a major theatre center (generally London), or on a special summer program of participation in the performance arts. The Palisades Theatre Company, a touring ensemble specializing in work with young people, is based in St. Petersburg and provides professional resources for the Theatre program.

### **ATH 110 (Modes of Learning)**

#### **The Human Instrument: Body and Voice as a Means of Expression**

Acting, simply defined, is transforming ideas, feelings the actor has about a character in a play into movements, vocal qualities; the means of expression, or instrument, is the actor's own body, voice. Experience, aids in transformational process through physical, vocal exercises, creative projects, exploration.

### **ATH 117 (Modes of Learning) The Living Theatre**

*Prof. Richard Rice*

Overview of theatre arts; practical, aesthetic consideration of various areas of theatrical production: performance, theatre technology. Class critiques of dramatic productions on campus. Practical application: short scenes in class, participation onstage and/or backstage in Lunchbox Theatre Series. Papers, two or more theatrical projects (acting, directing, designing), two exams.

### **ATH 261 Stagecraft**

General principles, procedures for constructing the stage picture. Crafts, techniques of set, property construction, scene painting, stage lighting. Vocabulary of the stage, projects involving general scenic problems. Field trips to professional scene shops in area.

### **ATH 262 Theatre and the Mass Media**

Viewing, discussing theatrical, filmic, videotaped performances. Basic characteristics of each, extent of their interdependence, particular problems of adaptation from one form to another. Papers, exam. Offered 1982-83.

### **ATH 263 Basic Acting Technique**

Use, development of basic tools of actor through discussion, practice: theatre games, improvisations, acting exercises. Development of acting tools: stage "presence", senses, memory, memories, powers of observation, imagination, responsiveness to sensory stimuli. Preparing, presenting several scenes from major plays. Weekly actor's journal.

### **ATH 266 Theatre Projects**

Experience in performance, production under supervision of theatre faculty, staff in lab situations. Credit depends on completion of three units chosen from following. Production labs: publicity, costumes, lights, sound, scenery, props, makeup, house management. Performance labs: audition repertory, touring, lunchbox theatre, premiere series, classic series, stage management, choreography. Lab sections weekly for one-hour prep or critique session; may be repeated for credit. Offered 1982-83.

### **ATH 267 Musical Theatre Workshop**

History, performance technique of the musical, America's unique contribution to theatrical arts. Derivation, stylistic development of form; artistic aspects of performance through lab production of scenes. Reports. May be repeated for credit. Offered 1981-82 and alternate years.

### **ATH 276 Dance I**

Dance as performing art; relationship of dance, theatre; dance in musical theatre. Basic techniques of jazz, modern dance, ballet. Participation in various dance projects, including semester dance concert. Limit 18.

### **ATH 363 History of Theatre: Classic**

Shaping forces, theatrical forms in Western civilization from Greek Golden Age to Romanticism. Survey of dramatic literature, production styles. Overview of drama, not as isolated art form but as reflection of particular society at particular time. Selected scenes, period acting styles. Research, papers, final project. Offered 1981-82 and alternate years.

### **ATH 364 History of Theatre: Modern**

*Prof. Richard Rice*

Modern theatre as social and artistic institution. Theatrical trends from Ibsen, Strindberg to present day. Videotaped examples, scenes performed by class chosen from assigned plays. Research, papers, final project. Offered 1982-83 and alternate years.

### **ATH 365 Lyric Theatre**

*Prof. Richard Rice*

Exploring, analyzing different forms of music, drama combinations: opera seria, opera buffa, folk opera, singspiel, operettas, emphasis on American musical. Solving creative problems faced by composer, librettist. Production of scenes from wide variety of genres. Quizzes, final creative project. Offered 1982-83 and alternate years.



### **ATH 366 Characterization and Scene Study** *Prof. Richard Rice*

Continuation of Basic Acting Technique: character development, role analysis, motivation and intercharacter relationships; improvisational rehearsal techniques. Participation in campus production, research, character analysis papers. May be repeated for credit. Prerequisite: ATH 263 or permission of instructor.

### **ATH 367 Theatre Internship**

Supervised work in college, community, professional theatre productions on internship basis. Advanced students may audition for overseas touring program. One to four course credits, depending on amount of time, responsibility involved. Production journal, assessment by off-campus supervisor, final written report. Permission of Theatre Mentor required.

### **ATH 376 Dance II**

For students with some experience, and for students interested in special projects in choreography, dance performance. May be repeated for credit. Permission of instructor required. Limit 18. Offered 1981-82 and alternate years.

### **ATH 377 Choreography**

Principles, techniques for creative dance composition. Traditional combinations in classical ballet, modern, jazz styles, tap, ethnic patterns. Advanced students assigned as choreographers to major production. Research, experimentation in campus recitals, production involvement, final project. May be repeated for credit. Offered 1982-83 and alternate years.

### **ATH 460 Film Aesthetics**

Film masterpieces viewed, discussed: what is film, how does it differ from other forms; what is language of film; what has been historical development of film? Two exams, one to three papers.

### **ATH 461/AVS 481 Seminar in Theatre: Theory and Value**

*Prof. Richard Rice*

Reality, illusion, roleplaying, stereotypes, tragic/comic, scripting, motivation as terms in theatrical practice and in everyday life, in search for understanding of human behavior, values. Masterpieces of dramatic literature reveal why their

treatment of human condition enhances our values systems. Research, panel discussion leadership, papers, final project. Offered 1981-82 and alternate years.

### **ATH 462 Seminar in Theatre: Realities**

*Prof. Richard Rice*

Vocational/avocational options, alternatives in field of theatre. Contracts, auditions, unions, non-Broadway career options, starting a theatre, graduate school, etc. Audition repertory, portfolio, production records, videotapes. Guest lecturers when available. Panel discussion leadership, research, final project. Offered 1983-84 and alternate years.

### **ATH 463 Seminar in Theatre: Tragedy and Human Dignity**

The tragic genre in dramatic literature, its significance in human culture. Greek playwrights Aeschylus, Sophocles, Euripides; changes in tragic mode beginning with Shakespeare, including works of such writers as Racine, Goethe, Buchner, Ibsen, Miller. Papers, exams. Offered 1982-83 and alternate years.

### **ATH 470 Scenography**

Total production design: coordination of all aspects of costume, scenery, lighting into whole production. Basic design elements, concepts; techniques of scenic rendering, construction. Advanced students selected to design season productions. May be repeated for credit.

### **ATH 472 Directing**

*Prof. Richard Rice*

Study and practice theories, techniques of directing plays: director's analysis of play, rehearsal, organizational procedures from script to production. Production of class provide menu for Lunchbox Theatre Series. Reports. May be repeated for credit; those repeating may experiment with original plays, chamber theatre, period styles.

### **ITH 365 Theatre in London**

For description see London Offerings.

## VALUES SEQUENCE COLLOQUIA

### Behavioral Science Collegium

#### **BVS 332 Consumer Behavior and Consumerism** *Prof. Joseph Bearson*

Contributions of behavioral disciplines (psychology, sociology, anthropology) to understanding consumer decision-making process. Impact of consumer movement on law, agencies of government, the press, private sector. Value issues of consumerism, steps taken to meet its demands through new emphasis on consumer affairs in business. Paper, two midterm, final exams.

#### **BVS 367 Ethics and Management: Theory and Practice** *Prof. Bart Tebbs*

Role of values in managerial decision making, individual responsibilities to organization, organization's responsibilities to individual. Role of individual in organizations from perspective of personal, institutional values. Case studies, formal, informal presentations, midterm tests, written/oral case analysis. Limited to Juniors/Seniors.

#### **BVS 430 The Social (Economic) Construction of Reality** *Prof. Peter Hammerschmidt*

Ways in which human beings, community groups interact, methods they adopt, create to bring to fruition their shared values. Creation, operation of institutions, bureaucracies as they affect social, economic environment. Presentations, final paper and/or exam.

#### **BVS 466 Problems of the Future** *Prof. Claud Sutcliffe*

What are main characteristics of the society you would like to live in? What will main characteristics of typical "post-industrial" society of 2030 be? Will you like politics of that society? Why, why not? What can you do to make future more like kind of society you want to live in? This colloquium starts with these questions; where it goes is up to you. Two papers: one on your view of future; one on political implications of your view.

### Creative Arts Collegium

#### **AVS 362 Creative Listening** *Prof. William Waters*

Improving levels of listening on three planes: sensuous, expressive, musical, stressing music as aural art form. Listening to great variety of music: learning to hear musical texture, tone color, rhythm, melodic form, etc. Open to Juniors/Seniors.

#### **AVS 363 Music and Values** *Prof. Donald Fouse*

Music has always dealt with great issues of life, including truth, beauty, meaning of existence, God, self-identity, human relationships. Music from seventeenth century to present, noting these values, their formation, style, interpretation, influence on listener. Cultural, social influence, musical style. No previous musical knowledge needed, emphasis on music listening, interpretation within student's background, class discussion. Three essay exams.

#### **AVS 364 The School: Locus of Culture and Change** *Prof. Kathryn Watson*

Every culture devises ways to perpetuate itself, educate its young; in our society, schools transmit cultural values, socialize young for adult roles. Schools have similar systematic characteristics, but are distinguished by norms, values reflected in unique behavior patterns. Observing programmatic, behavioral regularities of schools using ethnographic techniques; schools as cultures; change strategies, applications; schools as microcosms of larger culture. Term paper, independent field study, midterm, final exam.

#### **AVS 380 The Goddess in Literature** *Prof. Nancy Carter*

Myths, archetypes surrounding the Goddess, "godtalk", "godthinking" by studying Christian mystics, Jungian psychologists, contemporary poets, novelists, theologians; our own values, spiritual search; images, symbols of the Goddess. Papers/presentations, final exam, final project/paper.



**AVS 382 Poetry and Values in Contemporary America**

Poems of twentieth century American poets, exploring relationships as evidenced in poems of humankind's relation to nature, society, science, religion, truth, beauty, all subjects of poets from Frost, Eliot to Ginsberg, Dickey. Role poetry plays, does not or can play in these relationships.

**AVS 383 Psychology of Consciousness**

*Prof. Tom West*

Study of the person has centered primarily on observable, measurable behavior. With rise of humanistic psychology, phenomenon of consciousness has gained in popularity. Exploring consciousness, how it can be altered, studied; states of consciousness more conducive to creativity. Faculty from all disciplines in Creative Arts discuss, demonstrate their approach to creative endeavor. Group, individual projects, class presentation, midterm, final exams.

**AVS 384 Twentieth Century American Women in the Arts**

*Prof. Nancy Carter*

Contributions of American women artists; values, problems affecting them from 1935 to present. Traditions influencing women as persons, artists. Within context of values questions raised, examining works by women in various media: dance, visual arts, prose, poetry, film, photography, etc. Midterm project, final paper. Limit 25. Offered 1981-82 and alternate years.

**AVS 386 Ethical Issues and the Helping Professions**

*Prof. Sarah Dean*

Helping professions from broad societal perspective, counseling, therapeutic point of view. Relationship between professional ethics, social values. Role of individual helper as decision maker within legal/ethical circumscription. Position paper, class presentation, final exam. Limit 25.

**AVS 388 The Art Experience**

*Prof. Margaret Rigg*

In first phase of course, exploring artworks weekly on critique day, in medium of student's choice: visual art, music, drama, dance, creative prose, poetry, art criticism. In second phase, each student presents a well-known artist, living or dead, as final project. Every student must attend all presentations.

**AVS 389 Leisure Services Concepts**

*Prof. Claire Stiles*

Understanding, appreciating values, attitudes toward leisure/recreation. Work ethic, definitions of leisure, play theories, organized recreation, social forces affecting leisure/recreation today. Developing, putting into operation student's own concept of leisure/recreation. Reports, group projects, unit exams, term paper.

**AVS 481/ATH 461 Seminar in Theatre: Theory and Values**

*Prof. Richard Rice*

For description see ATH 461.

**AVS 484 Issues in Education**

*Prof. Richard Bredenberg*

For students in final phase of Education major. Forces influencing teaching, traditional, transitional, radical perspectives. Theories of motivation, alternate models to public education, meaning of professionalism, characteristics of good teachers, relationship of values to teaching. Students prepare philosophical statement of personal, professional goals.

**COMPARATIVE CULTURES COLLEGIUM**

**CVS 382 One World**

*Prof. William Parsons*

International organizations that unite people, special interest groups, governments meeting problems of increasingly interdependent world. Values inherent in United Nations, World Council of Churches, International Communist Movement; additional international organization researched independently, reported to class in oral/written presentation. Research paper.

**CVS 383 Primitive and Folk Art**

*Prof. Hendrick Serrie*

Graphic arts of technologically simple cultures around the world, through perspectives of art, anthropology. Styles, functions, broader cultural contexts of range of objects. Quizzes, exams, visual project or paper. Offered 1981-82 and alternate years.



### CVS 385 The Cultural Environment of International Business

*Prof. Hendrick Serrie*

Challenge of conducting business operations successfully in cultural environment distinct from one's own. Role of culture on economics, managerial behavior in religion, values/attitudes, social organizations, education, technology/material culture, political environment, law. Quizzes, term paper.

### CVS 386 Religion in Tomorrow's Environment

*Prof. Gilbert Johnston*

Anticipating drastic changes in our way of life in the near future as population pressure, food/energy shortages, natural resources depletion, pollution combine to shatter the dream of unlimited growth, progress. Role of religious values in coping with environmental concerns. Basic ecological facts/principles; familiarity with variety of present-day experiments, points of view; planning, carrying out alternate life style project. Unit tests, term project.

### CVS 483 Culture from the Inside Out

*Prof. Dudley DeGroot*

Exploring problems of **getting inside another culture**: other cultures are sifted through the screen of our own enculturation, with observations containing projections from our own value systems, cultural experience. Understanding cultures **from the inside out**, Emic aspects, values, perceptions, feeling states, deeply rooted assumptions central to experiencing, understanding any culture.

## FOUNDATIONS COLLEGIUM

### FWH 181 Western Heritage I

Exploring antiquity, the middle ages, the Renaissance through masterworks of Western civilization. As the first course in general education, it introduces emphasis on values, and the four perspectives: aesthetic, crosscultural, environmental, social relations. Lectures, discussions. Papers, midterm, final exams.

### FWH 182 Western Heritage II

Sequel to Western Heritage I. Exploring more recent periods of Western civilization: the Enlightenment, Romanticism, the 20th century

through literature, the arts, scientific accomplishments, other major intellectual writings. Lectures, discussions. Papers, midterm, final exams.

## LETTERS COLLEGIUM

### LVS/LAS 201 Western Civilization

Who are we? Where did we come from? Where are we going? What is civilization? Is it described only in terms of its "high culture?" Are we civilized or is Western civilization grinding to a well-deserved halt? Attempt to answer these questions through Kenneth Clark's film series "Civilization," key cultural documents from eleventh to twentieth centuries. Intended to initiate Sophomores into Letters Collegium, but open to all upperclass students. Six papers, midterm, final exams.

### LVS 302 Justice, Law and Community

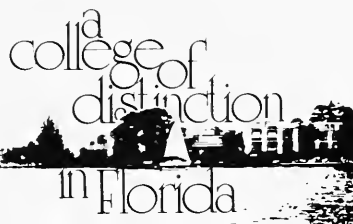
*Prof. Felix Rackow*

Persons living in social groups, state, city, family, need to understand "community," interrelationships of "law," "justice." Nature of law, its purposes and means necessary to effectuate purposes; limits of law's efficacy; relation of law to justice, morality; how law changes, grows historically in different communities. Term paper, midterm, final exams.

### LVS 303 The Scientific Revolution and Human Values

*Prof. Peter Pav*

Scientific Revolution as transvaluation of Western society from theocentrism to scientific secularism, considering three traditions: organic, magical, mechanistic. Student-led seminars on Copernicus, Kepler, Galileo, Bacon, Boyle, Descartes, Newton, topics such "science and religion," "science and society." Philosophical, historical generalizations, relation to traditional religion, social roots, impact. Presentations, term paper, two exams.



**LVS 306 American Myths**

*Prof. William McKee*

Social myths are dramatic images expressing a people's concept of what they are, hope to be. Myths in American history, literature, religion which shape Americans' understanding of their identity, history. Individual research in role of myth in American history, culture. Major term paper, final exam.

**LVS 307 Rebels with a Cause:  
Radicals, Reactionaries, and Reformers**

*Prof. Carolyn Johnston*

Reform, radical ideology, movement in U.S. in nineteenth, twentieth centuries. Values as determinants of expressions of dissent; political responsibilities; personal consequences of protest, civil disobedience. Populism, progressivism; nationalist, civil rights, peace, feminist movements. Paper, short essays.

**LVS 308 Experience, Values and Criticism**

*Prof. Keith Irwin*

Critical judgment involves ordering experiences according to values. Whether movie, TV show, music, art, poetry, novel or play, criteria of value are involved when we say, "I like this better than that." Criticisms of esthetic experience in light of some of today's theories of value. McLuhan, Sontag, Langer, Hauser, Fielder, Brooks, Sartre, others from Freudian, Marxist, Existentialist, Christian theories. Formal critical statements on works in at least two media.

**LVS 309 Becoming Visible: Sex, Gender, and American Culture**

*Prof. Carolyn Johnston*

Changing perspectives on what it means to be male, female in U.S.; contemporary feminist movement challenging patriarchal values, stimulating dramatic changes in political, economic, social status of women. Historical origins, sources of values concerning masculinity, femininity. Journal, final exam.

**LVS 310 The American Industrial State**

*Prof. William McKee*

Historical development of components of the modern American industrial state: development of corporation, organized labor, changing patterns of business leadership, growth of regulatory function. In historical context, value issues in defining roles of business, labor, government in

democratic society; may include speculation about future prospects of American capitalism.

**NATURAL SCIENCES  
COLLEGIUM**

**NVS 481 Human Nature and Human Values**

*Prof. Irving Foster*

Scientific discoveries since 1500 have altered radically views of ourselves, our relationship to universe. Exploring questions: Are modern scientific views of human nature compatible with the traditional Judaeo-Christian value system? Responsible for an apparent shift away from the traditional system? Student led discussions, two papers, final long research paper.

**NVS 482 The Oceans and Man**

*Prof. John Ferguson*

Oceanic environment, its significance, stewardship of resources. Concern for values in resolution of conflicting demands, uses. Physical properties of earth, seas: plate tectonics, nature of sea water, waves, tides, currents, etc. Practical aspects: problems in fisheries; oil, mineral resource development. Influence of seas on past, present, future civilization; exploration, commerce, sea power, sea law, inspiration of sea to arts, other endeavors.

**NVS 483 Ecology, Evolution and  
Natural Resources**

*Profs. George Reid, Sheila Hanes*

Human values as defined by Judaeo-Christian tradition in dealing with environmental, social issues, evolutionary future of human culture. Ethical ways to deal with issues through study of evolution, geological processes, interrelationships between organisms, environment; impact of man. Paper, oral presentation on topic/project of student's choice.

**NVS 484 Toward the Year 2000**

*Prof. Richard Neithamer*

Future of science, technology. Seminar format, topics determined by student interest, concern. Groups research, present position papers; moral, ethical aspects discussed, debated by entire

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group; interdisciplinary, each student assuming position of responsible professional in own discipline. Research paper on topic of student's choice relating to aspect of science, technology in future. Open to Juniors/Seniors.

### **NVS 485 Marine Mammals: Their Biology and Interactions with Man**

*Prof. John Reynolds*

Whaling, harvest of harp seal pups, motorboat collisions with manatees are situations in which marine mammals, humans interact, usually to detriment of former. Basic biology of marine mammals: whales, dolphins, porpoises, sea otters, seals, walruses, manatees; scientific, moral, ethical issues; controversial points of view, issues resulting from interactions. Informal debates, ests.

## **OVERSEAS COLLOQUIA**

**IVS 379/IAR 279 Florence Seminar**, see ITALY OFFERINGS

**IVS/IAS 398 London Colloquium**, see LONDON OFFERINGS

## **VISUAL ARTS**

Please see ART

## **WINTER TERM PROJECTS**

See page 80

## **WRITING WORKSHOP**

Please see CREATIVE WRITING







## AUTUMN TERM PROJECTS FOR FRESHMEN

### FOUNDATIONS COLLEGIUM

Autumn term (August 15-September 6 in 1981) is a three-week introduction to college life for Freshmen, consisting of one academic project, plus orientation, testing, and registration. New students choose from among fifteen or so courses offered by the professors who thus become their Mentors (advisors) and their Foundations instructors for the Freshman year. Typical autumn term offerings in recent years have included Fantasy Workshop, Our Ethnic Heritage, Power in American Society, Medicinal Chemistry: From Potions to Pharmaceuticals, Casual and Contractual Human Relationships, and Roots of Ritual. See the autumn term brochure available from Foundations or Admissions.

### FDN 1 Living in the USA (Especially for International Students)

*Profs. Carolyn Johnston  
Dudley DeGroot*

Introduction to living in the U.S. and Florida, analyzing everyday problems, college living, comparative customs, systems, attitudes. American literature, health care, police matters, sports, working, education, religion, politics, improving language skills. Resource people, field trips. Daily journal, analytical papers, final project reflecting autumn term experiences.

college of  
distinction  
in Florida



## WINTER TERM PROJECTS

Neither regular semester nor directed study courses are taken as winter term projects. Off-campus independent study projects may be taken only by students above Freshman standing for whom the off-campus location is essential to the nature of the project itself.

Descriptions of winter term projects are published in a separate catalog, available about June 1 of each year. The winter term catalog contains complete information on registration and other procedures related to winter term. Additions and corrections to the winter term projects listing are published early in the fall semester.

As an indication of the range of educational opportunities available through Eckerd College during the winter term, the following is a list of project titles offered in the past.

**On Campus:** Theatre Production; Clay Workshop: Raku Technique; Project in Elementary Education Methods; Flags and Banners: Fiber Art; Women in Sport; Music in the Twenty-First Century; Image of Imprisonment in Recent American Writing; Subcultures and Deviance; Psychology and Medicine; Operation Enterprise (American Management Association); Manage-

ment in the Year 2,000; Human Ecology; The Energy Problem: Now and the Future; Simple Living; The Economics of Public Issues; Speaking Russian; Developing Expository Writing; Images of Women in French Literature; The South in American History; The Art of Biography; Utopian Technology and Anarchy; Varieties of Socialism Since Marx; The New Religions; Perspectives on Violence; Florida's Exotic Plant Life; The Basics of Color Photography; Mathematical Modeling; Computer Project; Really Close Encounters; Chemistry, the Environment and the Future.

**Off-Campus:** Music in England; The Lively Arts in London; The Economic Effect of Management, Government, Labor Unions on Technology, Trade and Productivity in Great Britain; Roots: Novelists on Their Home Ground; English Cultural Heritage; Social Issues in Contemporary Britain; English Science Fiction and Fantasy; International Banking in the Caribbean (Cayman Islands); The Dry Tortugas Expedition on the Brig Unicorn; The Art and Architecture of Renaissance Florence and Venice; Mexico: Language and/or Culture; Shapes of the Land of Enchantment (New Mexico).





## CAMPUS AND STUDENT LIFE

At Eckerd, learning and standards are not viewed as restricted to the classroom. The college cherishes the freedom that students experience in the college community and in the choices they make concerning their own personal growth. At the same time, each student, as a member of a Christian community of learners, is expected to contribute to this community and to accept and live by its values and standards: commitment to truth and excellence; devotion to knowledge and understanding; sensitivity to the rights and needs

of others; belief in the inherent worth of all human beings and respect for human differences; contempt for dishonesty, prejudice and destructiveness. Just as Eckerd intends that its students shall be **competent givers** throughout their lives, it expects that **giving** shall be the hallmark of behavior and relationships in college life. Just as Eckerd seeks to provide each student with opportunities for learning and excellence, each student is expected to play a significant part in the vitality and integrity of the college community.



## THE CITY

St. Petersburg is a vibrant city in its own right, and St. Petersburg, Tampa, and Clearwater together form a metropolitan area of over one million people with all the services and cultural facilities of any area this size.

St. Petersburg and nearby cities offer art museums, symphony orchestras, and professional theatre, in addition to road show engagements of Broadway plays, rock bands, circuses, ice shows, and other attractions for a full range of entertainment.

The St. Louis Cardinals and the New York Mets baseball teams maintain headquarters in St. Petersburg for spring training, and there are major golf and tennis tournaments in the area. Professional football fans can follow the Tampa Bay Buccaneers, and professional soccer fans, the Tampa Bay Rowdies.

Southern Ocean Racing Conference sailing races are held every year, as well as many regattas for sail and power boats. Fine public beaches on the Gulf of Mexico are within bicycling distance of the Eckerd College campus, as are public golf courses.

## THE CAMPUS

Situated in a suburban area at the southwest tip of the peninsula on which St. Petersburg is located, Eckerd's campus is large and uncrowded — 267 acres with over 1¼ miles of waterfront on Boca Ciega Bay and Frenchman's Creek. There are three small lakes on the campus, and the chapel is on an island in one of them. The 64 air-conditioned buildings were planned to provide a comfortable environment for learning in the Florida climate. Professors and students frequently forsake their classrooms and gather outdoors in the sunshine or under a pine tree's shade. Outdoor activities are possible all year; cooler days during the winter are not usually severe.

## RESIDENTIAL LIFE

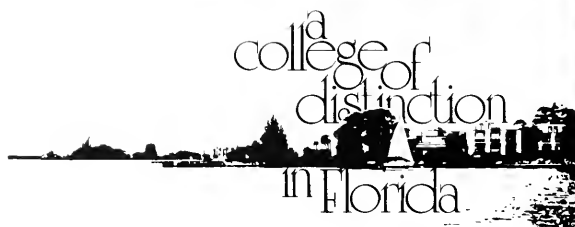
Eckerd College has seven residential complexes, each consisting of four houses that accommodate 34-36 students. Most of the student residences overlook the water. Each house has a student Resident Adviser who is available for basic academic or personal counseling and is generally responsible for the house operation. Residence houses are self-governed.

A number of houses are all-male or all-female, while others have men on one floor and women on the other. Freshman students may be assigned to this arrangement as space is available when parental acknowledgment is received. Students under 23 years of age are required to live in campus residences and participate in the college food service program.

Social regulations and policies governing behavioral expectations are listed in **The Eck Book**, the student handbook. All students are referred to this book for information in this area.

## STUDENT GOVERNMENT

Activities, projects, and programs developed and financed in the student sector are managed by the Eckerd College Organization of Students (ECOS), whose membership consists of all matriculating students, full and part-time, at Eckerd. Each year, ECOS is responsible for the allocation of student fees for extra-curricular activities.



a  
college of  
distinction  
in Florida



## STUDENT ACTIVITIES

Eckerd believes that student life should be as full and rich as possible, both in the classroom and outside it. We provide a broad range of campus activities—and if you cannot find something that suits your interests, we encourage you to start a new group of your own. Your free time can be as interesting as you want to make it.

## BROWN HALL COLLEGE CENTER

The College Center serves as the hub for recreational and social activities. The facilities include a snack bar, gameroom, conversation lounge, seven foot television, and Pub. The College Center provides the opportunity for student directed programs and committees to develop activities and services for the Eckerd community.

## ENTERTAINMENT AND CULTURAL ACTIVITIES

The Student Activities Board sponsors movies, coffee house programs, dances, and concerts featuring local and nationally known artists, and is a co-sponsor of the annual Black Symposium and Black History Week. Films on topics pertaining to the academic program are shown regularly.

The music, art, and theatre disciplines sponsor a number of events throughout the year. There are student and faculty recitals, programs from the concert choir and chamber ensemble, exhibitions by student and faculty artists, dance performances, and a series of plays produced by the theatre workshops.

## STUDENT PUBLICATIONS

Publications are funded by the Student Association and fully controlled by the students themselves. Student media include WECR, the campus radio station; *Thimblebrig*, the student newspaper; *Within the Wheels*, a literary magazine featuring artwork, prose, and poetry by members of the entire campus community; a yearbook; and *The Eck Book*, the student handbook.

## ORGANIZATIONS AND CLUBS

At Eckerd, if there is enough student interest to form a club or honorary society, one is formed. Organizations which have been established include Afro-American Society, Association for Women Students, Choir, College Bowl Society, Day Students, Folk Dancers, International Students, Literary Magazine, Management Society, Rowing Club, Camping Club, Triton Sailing Association and Sailing Team, and Water Ski Club.

## RELIGIOUS LIFE

The College Chaplain directs the Campus Ministry Program, a joint effort of students, faculty and staff. The program provides religious activities in a Christian context and assists individuals and groups of other religious persuasions to arrange their own activities. Worship services, special speakers and emphasis weeks, small group studies, service projects and fellowship activities are provided through the program. The Chaplain serves as minister to students, faculty and staff, is available for counseling or consultation, and works closely with the Student Affairs staff to enhance the quality of campus life.

Regardless of your background, you are encouraged to explore matters of faith and commitment as an integral part of your educational experience. We believe that personal growth and community life are significantly strengthened by encounter with the claims of the Christian faith and the values of the Judaeo-Christian tradition.

## WATERFRONT PROGRAM

Eckerd's waterfront program, one of the largest collegiate watersports programs in the Southeastern U.S., is one of the most exciting recreational opportunities on the campus. The facilities, located on Frenchman's creek, include boathouse, support buildings, docks, ramp, hoist, fishing equipment, camping equipment, water skiing equipment and a fleet of over 50 boats, including canoes, sailboats, power boats and a special ski boat. If you own a boat, you can arrange to store or dock it here.

The Eckerd College Search and Rescue Team, EC-SAR, is a volunteer student group that conducts maritime search and rescue operations in the Tampa Bay area. The team has three primary units, the SAR unit which operates the team's five surface vessels, a communications unit and an underwater search and recovery unit. Working closely with the U.S. Coast Guard and many local and state agencies, a high level of dedication, skill and commitment to public service is given by its members, for which they have received many national and local awards and commendations.

Teams, clubs and instruction are offered in all areas of water sports, including sailing, canoeing, rowing, scuba diving, water skiing, fishing and powerboating. The Triton Sailing Team, a member of the Southeastern Intercollegiate Sailing Association, is an opportunity for those sailors interested in intercollegiate competition.

## COUNSELING SERVICES

There will be times during your college career when you will want advice. For academic advice the place to start is with your Mentor or with any of your professors. You are welcome to seek the counsel of any administrator in Student Affairs or elsewhere. The Counseling Center provides both individual and group counseling for students who are experiencing personal problems or would like to improve their level of personal well-being. Counseling may provide support for individual growth, improving skills in handling relationships, and exploring stress management techniques. The Counseling Center is staffed with a psychologist capable of skilled listening, understanding and assistance. For further clarification of counseling services, please refer to *The Eck Book*.

## HEALTH SERVICES

Eckerd's medical service is directed by a physician who is at the Health Center two hours every Monday through Friday. A registered nurse is on duty 8 a.m. to midnight, Monday through Friday. Medicines may be purchased for minimal fees. Brief stays in the Health Center may be arranged for minor illness; otherwise, community hospitals are used. The college notifies parents when community hospitalization is necessary.

All students must file an official health form as part of the admissions procedure. Treatment in the Health Center may not be available until this form is received. Health insurance is provided for all students and is included in the total comprehensive fee. The student health policy includes maximum coverage of \$3,000 for accidents only (which must be reported within twenty days of the accident). It also includes coverage for a \$35 medical consultant fee when ordered by the college physician. The policy covered by total comprehensive fees is for nine months only. Optional summer coverage may be purchased for \$5 additional, paid by the student. An optional coverage for sickness may be obtained by paying an additional fee.



ECKERD COLLEGE

## MINORITY STUDENTS

As evidence of its active commitment to recruit and encourage minority students, Eckerd supports a number of programs in this field. Special weekend visits to the campus give minority students who are considering Eckerd College a chance to view the college, visit the faculty, live in the dorms, and talk with other students.

The Afro-American Society helps plan a full range of programs for its members and the campus community, including Black History Month and the Black Symposium. The office of Minority Student Affairs is available to provide assistance for any special needs of minority students.

## DAY STUDENTS

Students who are married, are over 22 years of age, or who live with their family are provided with campus post office boxes to receive communications. Opportunities for participation in campus sports, activities, cultural events, and student government (ECOS), are available to day students. All cars, motorcycles, and bicycles are registered by the Physical Plant staff.



## ATHLETICS FOR MEN AND WOMEN

Eckerd College is a member of the National Collegiate Athletic Association and the Association for Intercollegiate Athletics for Women. Men play a full intercollegiate schedule in baseball, basketball, cross country, golf, soccer and tennis. Women's intercollegiate sports include basketball, softball, tennis, and volleyball. The college is a member of the Sunshine State Conference, and both men and women play NCAA and AIAW Division II competition.

Intramural sports are organized as competition among houses. Day students compete with house teams. All students are eligible to participate in the wide range of intramural activities, which include football, softball, soccer, volleyball, basketball, tennis, billiards, table tennis, street hockey, bowling and chess. In addition, sports clubs may be organized around swimming, sailing, and canoeing. The McArthur Physical Education Center houses locker rooms, Physical Education faculty offices, two basketball courts, a weight room, four badminton courts, and three volleyball courts. The campus also has tennis courts, a swimming pool, and acres of open space where you can practice your golf swing.

At Eckerd College a student may benefit not only from traditional competitive team sports and intramural programs, but from other recreational pursuits ranging from waterfront activities and personal fitness programs through tai chi chuan and New Games.



## ADMISSION

Eckerd College seeks academically qualified students of various backgrounds, national and ethnic origins. Further, we seek students who show evidence of being competent "givers" and who therefore show promise for making positive contributions to fellow members of the Eckerd College community. When you apply, we will look at your academic performance in liberal arts courses (mathematics, science, social studies, language and literature, creative arts). We will also consider your performance on the college entrance examinations (ACT or SAT). Students whose native language is not English can choose to replace the ACT or SAT with the TOEFL examination. Achievement tests are not required but are highly recommended. Your potential for personal and academic development is important and in this respect we will look closely at your personal essay, record of activities and recommendations from your counselors or teachers. Admissions decisions are made by the Admissions and Scholarship Committee which includes faculty and students. Decisions are made on a rolling basis beginning in October and continuing through the academic year for the following fall. Students considering mid-year admission for either winter term (January) or spring semester (February) are advised to complete application procedures by **December 1**. Applicants for fall entry should complete procedures by **April 1**.

### FRESHMAN ADMISSION

High school Juniors and Seniors considering Eckerd College should have taken a college preparatory curriculum. Our preference is for students who have taken four units of English, three or more units each of mathematics, sciences and social studies, and at least two units of a foreign language. Although no single criterion is used as a determinant for acceptance and we have no automatic "cutoff" points, the great majority of students who gain admission to Eckerd College have a high school average of B or better in their college preparatory courses and have scored in the top 30 percent of college-bound students taking the ACT or SAT.

## APPLICATION PROCEDURES FOR FRESHMEN

1. Request application forms in Junior year or early in your Senior year from the Dean of Admissions.
2. Complete and return your application to the Dean of Admissions, with an application fee of \$15 (non-refundable) at least two months prior to the desired entrance date. Students who are financially unable to pay the \$15 application fee will have the fee waived upon request.
3. Request the guidance department of the secondary school from which you will be graduated to send an academic transcript and personal recommendation to: Dean of Admissions, Eckerd College, Box 12560, St. Petersburg, Florida 33733.
4. Arrange to take the Scholastic Aptitude Test, offered by the College Entrance Examination Board or the ACT Test Battery, offered by the American College Testing Program. Take your test in spring of Junior year or early fall of Senior year.

## TRANSFER ADMISSION

Eckerd College welcomes students from other colleges, universities, junior and community colleges. Applicants are expected to be in good standing at the institution last attended and eligible to return to that institution.

## PROCEDURES AFTER ACCEPTANCE

All students who have been accepted for admission are asked to deposit a \$100 acceptance fee, within thirty days of acceptance or within thirty days of a financial aid award. This fee is refundable until **May 1** for fall applicants and until **December 1** for winter term and spring semester applicants. Students who are accepted after **November 15** for mid-year entry or after **April 15** for fall entry will be expected to reply within fifteen days of acceptance with a \$100 non-refundable fee. The acceptance fee is applied toward tuition costs and credited to the student's account. Again, accepted applicants may await receipt of a financial aid award before making the acceptance deposit.

A Student Information Form and a Health Form are sent to all accepted students. The Student Information Form should be returned within two weeks of acceptance or should accompany the acceptance fee. This form enables us to begin planning for needs of the entering class of residential and commuting students.

The Health Form should be completed by your personal physician and forwarded to the Admissions Office prior to the enrollment date.

## APPLICATION PROCEDURES FOR TRANSFER ADMISSION

1. Complete and return application form to the Dean of Admissions with an application fee of \$15 (non-refundable) at least two months prior to the desired entrance date (see calendar for various entry points).
2. Request that official college transcripts be sent to us from every college or university you have attended.
3. Send us record of college entrance exams (SAT or ACT).
4. Request a letter of recommendation from one of your college professors. This may be waived upon request for students who have been out of college for several years.
5. If you have been out of high school for less than two years, we will need a copy of your high school transcript.

## EVALUATION AND AWARDING OF TRANSFER CREDIT

After you have been accepted for admission your transcript will be forwarded to the College Registrar for credit evaluation. All transfer students receiving the Associate in Arts degree from a regionally accredited college will be admitted with Junior standing at Eckerd.

Applicants who have earned credits more than five years ago, or whose earlier academic records are unavailable or unusual are requested to direct special inquiry to the Admissions Office.

The transfer of credit from other accredited colleges and universities depends upon the comparability of the courses taken to those offered at Eckerd College and the approval of the academic discipline concerned. In general, courses in the liberal arts are transferable. Grades below C are not acceptable for transfer.

## EQUIVALENCY CERTIFICATES

Students who have not completed a high school program but who have taken the General Education Development (GED) examinations may be considered for admission. In addition to submitting GED test scores, students will also need to supply ACT or SAT test results.

## ADMISSIONS INTERVIEW

Students considering Eckerd College are strongly urged to visit the campus and have an interview with an admissions counselor. We also encourage you to visit a class and meet students and faculty members. An interview is not a required procedure for admission but is always a most beneficial step for you the student, as well as for those of us who evaluate your candidacy.

## EARLY ADMISSIONS

Eckerd College admits students who wish to enter college directly after their Junior year in high school. Application procedures are the same as outlined above. In addition, candidates are required to have an interview with an admissions counselor. If travel to the college is not possible we will attempt to make arrangements for an interview in your state of residence.

## DEFERRED ADMISSION

A student who has been accepted for admission for a given term may request to defer enrollment for up to one year. Requests should be addressed to the Dean of Admissions.

## ADVANCED PLACEMENT

Eckerd College awards course credit on the basis of scores on the Advanced Placement Examinations administered by the College Entrance Examination Board. Students who have obtained scores of **four** or **five** will automatically be awarded credit. Scores of **three** are recorded on the student's permanent transcript and are referred to the faculty of the appropriate discipline for recommendations concerning credit. Applicants who seek advanced placement should have examination results sent to the Dean of Admissions.

## COLLEGE LEVEL EXAMINATION PROGRAM

Course credit will also be awarded on the basis of scores received on the College Level Examination Program (CLEP). Credit is awarded only for the following:

EXAMINATION	SCALED SCORE FOR AWARDING CREDIT	MAXIMUM SEMESTER CREDIT
Algebra-Trigonometry	55	4 hours
American Government	55	4 hours
American History	55	8 hours
American Literature	55	4 hours
Biology	55	8 hours
Chemistry	55	8 hours
Educational Psychology	55	4 hours
English Composition	55	8 hours
General Psychology	55	4 hours
Introductory Accounting	55	4 hours
Introductory Calculus	55	8 hours
Introductory Economics	55	8 hours
Introductory Sociology	55	4 hours
Western Civilization	55	8 hours

CLEP results should be sent to the Dean of Admissions.

## INTERNATIONAL STUDENT ADMISSION

Eckerd College enrolls students from approximately thirty-seven countries. Some are native speakers of English; many are not. In all cases, the Admissions and Scholarship Committee gives special attention to the evaluation of students who have completed their secondary education abroad. Candidates whose native language is not English should submit the TOEFL scores in lieu of SAT or ACT scores. Ordinarily international students will not be admitted unless they score a minimum of 550 on the TOEFL exam and/or complete level 109 instruction in the English Language Services (ELS) program.

## APPLICATION PROCEDURE FOR INTERNATIONAL STUDENTS

1. Complete and return the application form with an application fee of \$15 (non-refundable) at least three months prior to the desired entrance date.
2. Request that official secondary school records be sent to us. We will need to receive an explanation of the grading system.
3. Transfer applicants should submit official university records with an explanation of the grading system.
4. Results of the Test of English as a Foreign Language (TOEFL) for non-native students of English should be submitted. Others are urged to take SAT or ACT.
5. Complete a certified statement of financial responsibility indicating that adequate funds are available to cover educational costs.

## INTERNATIONAL DIPLOMAS

The following international diplomas are accepted for consideration of admission with advanced standing:

**The General Certificate of Education of the British Commonwealth.** Students with successful scores in at least three "O" levels and two "A" levels may be considered for advanced placement.

**The International Baccalaureate Diploma** may qualify a candidate for placement as a Sophomore at Eckerd College.

## READMISSION OF STUDENTS

If you have previously enrolled at Eckerd College and wish to return you should write or call the Dean of Students office. It will not be necessary for you to go through Admission procedures again. However, if you have been enrolled at another college or university you will need to submit a transcript of courses taken there.



# FINANCIAL AID

All students accepted for admission to Eckerd College who are U.S. citizens or permanent residents are eligible to receive aid if they demonstrate financial need. For institutional awards priority is given on the basis of grades, test scores, recommendations, and special talents. Most students receive an "aid package" consisting of scholarship, grant, loan, and campus employment. In many cases, the financial aid package offered to a student may reduce out-of-pocket tuition payment to less than would be paid at a state college or university. Eckerd College is nearly always able to help a student develop financial plans that will make attendance possible.

## APPLICATION PROCEDURE FOR FINANCIAL AID

Decisions regarding financial assistance can be made immediately upon admission to the college, and receipt of the necessary financial aid credentials: Financial Aid Form (FAF) of the College Scholarship Service or the Family Financial Statement (FFS) of the American Testing Service.

Any student who has resided in Florida for 24 consecutive months should complete and file an application for a Florida Student Assistance Grant. Application is made through the submission of the FFS or FAF by answering the appropriate Florida questions.

Many of the sources of financial aid administered by Eckerd College are controlled by governmental agencies external to the college. Examples of programs of this type are Pell Grants, formerly known as Basic Educational Opportunity Grants (BEOG), Supplementary Educational Opportunity Grants (SEOG), Florida Student Assistance Grants (FSAG), Florida Tuition Voucher, Federally Insured/Guaranteed Student Loans, National Direct Student Loans (NDSL), and the College Work Study Program (CWSP). To receive a current pamphlet concerning these programs, write or contact the office of Financial Aid, Eckerd College, St. Petersburg, Florida 33733 for the most current information concerning these programs.

To be considered for any financial aid through Eckerd College, whether the merit awards listed in this catalog or any other need-based assistance from the college or federal and state governments, it is necessary that you submit an American College Testing Family Financial Statement (FFS) or the College Scholarship Service Financial Aid Form (FAF). These forms are available in the guidance department of the school you are currently attending. It is important to mail the FFS or FAF by **March 1**. Indicate on the form that a copy of the analysis be sent to Eckerd College, check the appropriate boxes for BEOG and FSAG, and including the fee as indicated.

Transfer students must submit a Financial Aid Transcript from each prior school regardless of whether aid was received. The forms may be obtained from the Eckerd College Financial Aid office and must be returned before an award may be released.

## ECKERD COLLEGE SCHOLARSHIP PROGRAMS

### PRESIDENTIAL SCHOLARSHIPS

The Thomas Presidential Scholarships are a recognition of outstanding merit without regard to financial need. Each year five Freshmen are selected to receive a \$4,000 scholarship, renewable each year for a total of \$16,000 if the student maintains a 3.0 grade point average. Students in the top 20 percent of their high school are encouraged to apply. Selection criteria for this award include academic achievement, creative talent and character. Application deadline is **March 1**. A separate application is required and is available on request.

### SPECIAL HONORS SCHOLARSHIPS

The Eckerd College Special Honors Scholarship Program provides fifty full tuition awards to finalists and semifinalists in the National Merit and National Achievement Scholarship Programs. The value of this award is \$5,000 per year, and in excess of \$20,000 for four years if the student maintains a 3.0 grade point average. A student designated a semifinalist in one of these programs should make application for admissions to Eckerd College no later than **March 1**.

### HONORS SCHOLARSHIPS

The Eckerd College Honors Scholarships seek to recognize the forty most outstanding applicants for admission (Freshmen and transfers). Scholarship finalists will be selected from among all



applicants for admission without regard to financial need. A student receiving an Honors Scholarship may receive up to \$2,400 yearly. The scholarship is renewable if the student maintains a 3.0 grade point average. No separate application is required; however, for priority consideration students should apply for admission no later than **March 1** and should include the following items in their application materials:

- letter of recommendation from a teacher emphasizing student's abilities and future promise;
- personal statement or autobiographical sketch describing interests, academic achievements, leadership qualities, and future goals;
- any additional materials which would best acquaint the selection committee with the student's promise;
- Financial Aid Form (FAF) of the College Scholarship Service in Princeton, New Jersey, or the Family Financial Statement (FFS) of the American College Testing Program, Iowa City, Iowa.

## ECKERD COLLEGE SPECIAL TALENT SCHOLARSHIPS

The Eckerd College Special Talent Scholarships provide recognition and encouragement to students who have excelled in a particular area of endeavor. All students accepted for admission are eligible to compete for these scholarships. Awards will be made on the basis of outstanding talent or achievement in any of the following areas:

- achievement in math, science, English, social studies, behavioral sciences, foreign languages or any specific area of academic pursuit;
- special talent in the creative arts — music, theatre, art, writing, etc;
- demonstrated leadership and service in student, community or church organizations;
- special talent in men's or women's athletic competition.

Special Talent Scholarship winners may receive up to \$2,400 yearly. The scholarship is renewable following formal recommendation by those qualified to evaluate the appropriate special talent. No separate application is required but for priority consideration students should apply for admission prior to **March 1** and submit the following:

- Financial Aid Form (FAF), or Family Financial Statement (FFS);
- letter of recommendation from teacher, advisor or coach directly involved in student's achievement area;
- additional materials the student wishes to submit in support of his or her credentials.

## CHURCH AND CAMPUS SCHOLARSHIPS

The Eckerd College Church and Campus Scholarships are a recognition of merit for fifty new Presbyterian students per year who have been recommended by their pastor and possess traits of character, leadership and academic ability which in the pastor's opinion demonstrate the promise to become outstanding Christian citizens— either as a lay person or a minister. Students recommended by their pastor who become recipients of a Church and Campus Scholarship will receive a grant up to \$2,400 to be used during the Freshman year. The award is renewable annually on the basis of demonstrated academic, leadership and service achievement. This award is not based on financial need. Scholarship winners may apply for supplemental financial aid. More scholarship details are available on request.

## GRANT PROGRAMS

Grants are non-repayable awards made to students on the basis of specific criteria or skills within the limits of demonstrated financial need. Two important sources of grant funds are the federal government and state governments.

## BASIC EDUCATIONAL OPPORTUNITY GRANTS (PELL GRANTS)

These grants are awarded from federal funds by the Office of Education. With the passing of the Middle Income Bill, families with incomes up to \$45,000 may qualify. Awards range from \$200 to \$1900 each academic year. Application is made through the submission of the FAF or FFS by checking the BEOG box. The student's account will then be credited for the amount of the students' eligibility. The student must submit the eligibility report to the Financial Aid office.

## SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

These grants are awarded from federal funds and administered by the college. They are limited at Eckerd College to students with exceptional financial need. Application is made through the submission of the FAF or FFS form.



## OTHER SOURCES OF AID

### SOCIAL SECURITY BENEFITS

Inquiries relating to Social Security benefits should be directed to the student's local Social Security Office. The Office of the Registrar will submit enrollment certificates issued by the Social Security Administration for eligible students, providing the student registers as full-time. **It is the student's responsibility to notify the Social Security Administration when enrollment ceases to be full-time.**

### VETERANS' BENEFITS

Eckerd College is approved for the education and training of veterans, service members, and dependents of veterans eligible for benefit under the G.I. Bill. Students who may be eligible for V.A. benefits are urged to contact their local V.A. Office as soon as accepted by the college, and must file an application for benefits through the Office of the Registrar. No certification can be made until the application is on file. Since the first checks each year are often delayed, it is advisable for the veteran to be prepared to meet all expenses for about two months. There are special V.A. regulations regarding independent study, audit courses, standards of progress, special student enrollment, dual enrollment in two schools, and summer enrollment. **It is the student's responsibility to inquire concerning special regulations and to report any change in status which affects the rate of benefits.**

### FLORIDA STUDENT ASSISTANCE GRANTS

The Florida Student Assistance Grants (FSAG) are awarded on the basis of demonstrated financial need to two-year residents of Florida who attend college in the state. These grants may range up to a maximum of \$1,200, depending on the demonstrated need of the applicant and the availability of funds. Application is made through the submission of the FAF or FFS by answering the Florida section and enclosing the appropriate fee.

### TUITION EQUALIZATION VOUCHER

The Tuition Equalization Voucher program was established by the State of Florida for residents of the state who enroll in private colleges or universities in Florida. The program provides up to \$750 per year regardless of financial need to help defray the cost of tuition at Eckerd College. To qualify, a student must have resided in Florida for at least two years, and must have graduated from a Florida high school. Freshmen, Sophomores and Juniors will be eligible for the program in 1981-82, and all four classes in 1982-83. Application upon enrollment.

## ECKERD COLLEGE GRANTS

These grants are available to students who rank in the upper one-half of their graduating class and demonstrate financial need. Achievement in various curricular and co-curricular activities is considered. Special consideration is given to the sons and daughters of Presbyterian ministers or missionaries in recognition of the institution's Presbyterian heritage and relationships.

### LOAN PROGRAMS

Many families whose current income and savings are not sufficient to finance college expenditures borrow funds through low interest educational loans to supplement their financing plans.

### GUARANTEED STUDENT LOANS

Guaranteed student loans are available from local banks and lending agencies at rates of interest that cannot exceed seven percent annually. Depending on the availability of funds, students may borrow up to \$2,500 per year not to exceed \$7,500 in their undergraduate work for educational expenses. The federal government will pay the total interest while the student is enrolled fulltime and during periods of authorized deferment. Repayment in monthly installments of not less than \$30 usually begins nine months after the student graduates or leaves college. It is important to note that under the present regulations financial need does not have to be demonstrated in order to obtain a guaranteed student loan, and there is no income nor asset limit. Families interested in this program should contact their local banker for complete current information. The processing of guaranteed student loan applications requires six to eight weeks.

### NATIONAL DIRECT STUDENT LOANS

The National Direct Student Loan program is administered by the college from federal and college funds. To qualify for a NDSL, the student must apply to the college and demonstrate financial need. Since funds are limited, academic performance and personal qualifications are considered in awarding NDSL funds. No interest will accrue until the beginning of the repayment period. Interest charges during the repayment period are only three percent per year on the unpaid balance.

### MONTHLY PAYMENT PROGRAMS

Monthly payments may be arranged by the family through one of four different companies. (See page 93 ). Contact the office of Financial Aid, Eckerd College for current information.



INSTITUTIONAL LOANS

Eckerd College has limited loan funds available, usually for temporary emergency situations. For details, contact the Financial Aid office.

CHURCH, CIVIC, AND BUSINESS SCHOLARSHIPS

In many local communities there are scholarships provided each year by various church, civic and business organizations to children of members, citizens, and employees.

EMPLOYMENT

The Career Services office assists students in finding part-time employment on or off campus. Preference is given to students who demonstrate financial need. Campus employment opportunities include work as a clerk or secretary, a food service employee, a custodian or maintenance worker, lifeguard, or a laboratory assistant. Information on off-campus jobs is available through the Career-Services office.

RENEWAL CRITERIA

Financial aid to a student at Eckerd College may be renewable on an annual basis. A need analysis must be completed each year prior to **March 1** for the following academic year. All students who are eligible to return for a subsequent year (except international students requiring I-20 forms) are eligible for consideration for need-based financial aid. Awards from all sources may vary from year to year based upon criteria established by the college and other private or public agencies. Appeals for financial aid awards may be made in writing to the Admissions and Scholarship Committee.

EXPENSES

Eckerd College is a private, non-tax-supported institution. Tuition and fees pay only a portion (approximately 62 percent) of the educational costs per student. Thanks to the support of donors, the balance of costs is paid from endowment income and gifts from individuals, the Presbyterian Churches, and various corporations. The following schedules list the principal expenses and regulations concerning the payment of fees for the academic year 1981-82. All fees and expenses listed below are those in effect at the time of publication of the catalog. They are subject to change by the action of the Board of Trustees. When such changes are made, notice will be given as far in advance as possible.

COMPREHENSIVE CHARGES

The annual fees for full-time students for the 1981-82 academic year include two semesters and one short term (autumn term for Freshmen, winter term for upperclassmen).

	Resident	Commuter
Tuition .....	\$4,995 <sup>1</sup>	\$4,995
Room and Board ....	2,145 <sup>2</sup>	
Total	\$7,140	\$4,995

<sup>1</sup>The full-time tuition fees cover a maximum of ten (10) course registrations plus one short term during the academic year provided that no more than five courses are taken per semester. Students registering for more than five courses per semester or ten courses per year plus a short term course will be charged an additional tuition of \$555 per course. A student registering for a year-long course may register for six courses in one semester and four in the other with no additional charges.

<sup>2</sup>Students with home addresses outside the immediate vicinity of the college are requested to live on campus. Exceptions to the requirement may be made with the approval of the Director of Housing. Since resident students are required to participate in the board plan, all resident students will be charged for both room and board.

A Student Association Fee of approximately \$100.00 per academic year is collected in addition to the above charges. Cost of books and supplies will be in the neighborhood of \$200 to \$250.

TUITION AND TERM FEES

Tuition (full-time) per semester:	\$2220.00
Tuition, autumn or winter term:	\$ 555.00
Associated Students Fee, per year:	\$ 100.00

ROOM AND BOARD

	Fall and short term	Spring
Room		
Double occupancy, each	\$510.00	\$390.00
Double room		
single occupancy	1,020.00	760.00
Single room	702.00	583.00

Base room rate (\$510 and \$390) has been included in Comprehensive Charges. Charges above the base rate for single occupancy of double room or for single room will be added to Comprehensive Charges.

Room Damage Deposit: \$30.00. This deposit is required in anticipation of any damage which may be done to a dormitory room. If damage is in excess of the deposit, the balance will be applied to the student's account. Any balance left of the deposit will be refunded to the student upon leaving college.



Board	Fall and short term	Spring
21 meal plan	\$700.00	\$545.00
15 meal plan:	635.00	500.00
10 meal plan:	562.00	442.00

## FEE FOR PART-TIME STUDENTS

Tuition per course: \$555.00

Students are considered part-time when they enroll for fewer than three courses per semester or ten courses per year plus short term.

## OVERLOAD FEE

Tuition per course: \$555.00

Fee for students enrolling in more than five courses per semester or ten courses per year plus a short term.

## AUDITOR'S FEE

Tuition per course (no credit or evaluation): \$145.00

Full-time students may audit courses without fee with the permission of the instructor.

## FEES FOR SPECIAL PRIVILEGE

Late registration (for registration after registration day): \$21.00

Late payment (for payment of fees after registration day): \$75.00

Late readmission: \$8.00

Late physical examination (for new students who have not had physical examination by registration day): \$37.00

## MISCELLANEOUS FEES

**Acceptance Fee** (new students): \$100.00

A fee to cover the administrative cost of setting up student files once a student has been accepted by the Admissions Office. The fee will be applied against the comprehensive charge.

**Accident Insurance** (optional): to be announced

An extension of accident insurance to 12 months (nine months is included in comprehensive charges). This may be purchased without health insurance.

**Application Fee** (new students): \$15.00

A fee to cover the administrative cost of processing an application of a new student.

**Credit by Examination Fee:** \$280.00

A fee for administering an examination to determine proficiency in a particular subject to receive course credit.

**Health Insurance** (optional): to be announced  
Full twelve months of health insurance is available to all students upon completion of forms. The full twelve months of accident insurance is mandatory for all students desiring health insurance and is included in this fee.

**Lost Key Fee:** \$30.00

Resident students are issued keys to their rooms. The fee for replacing a lost key is \$30.00.

**Orientation Fee:** (Freshmen only): \$25.00

A fee charged to all Freshmen to help cover the cost of the orientation program provided for all Freshmen.

**Readmission Fee:** \$25.00

This fee is required for each student returning for the succeeding academic year in order to hold the student's place in the next entering class and to reserve a room for each resident student. The fee will be applied against the comprehensive charge.

**Re-Examination Fee:** \$75.00

A fee for administering a re-examination of course material.

**Transcript Fee:** \$2.00

After an initial free transcript there is a \$2.00 charge per transcript.

**Applied Music Fees**

These fees apply even though music lessons are not taken for credit, and are fees in addition to regular tuition charges.

	Semester	Year
One hour per week	\$194.00	\$388.00
One half hour per week	\$ 98.00	\$196.00

## STUDENT INSURANCE

Each full-time student is automatically covered by group accident insurance for the academic year (nine months) with Continental Insurance Company, at no additional cost to the parents of the student. An extension of this accident insurance to cover the additional three-month period of the summer is available at a premium to be announced. An optional health-sickness policy is available, which would cover a twelve-month period. However, if the health-sickness policy is subscribed to for the period, it is compulsory to subscribe to the accident extension insurance for the additional summer three months at a fee to be announced for the combination. This is strongly recommended for all students and required for international students. Parents are advised to check any off-premise coverage for fire or theft that may be provided under their own policies.



METHODS OF PAYMENT

Students should come prepared to pay all charges on the day of registration or should have payments from home mailed to reach Eckerd College Business Office at least **two weeks** prior to the date of registration. No student shall be permitted to register for a given semester until all indebtedness for prior terms has been paid in full.

Students who have unpaid bills at the college are subject to dismissal from the college and, as long as such payments remain unpaid, may not receive transcripts of credit or any diploma.

Eckerd College does not have a deferred payment plan. Students desiring monthly payment plan must make arrangements through one of the following companies:

American Management Services, Inc.  
1110 Central Avenue  
Pawtucket, Rhode Island 02861

Education Funds, Inc.  
EFI — Fund Management Corporation  
Presidential Plaza, Suite 3200  
Chicago, Illinois 60601

Insured Tuition Payment Plan  
Attention: R.L. Bounds, C.L.U.  
1100 Universal Marion Building  
21 West Church Street  
Jacksonville, Florida 32202

The Tuition Plan, Inc.  
Concord, New Hampshire 03301

All arrangements and contracts are made directly between the parent and the tuition financing company.

POLICY ON REFUNDS

Students withdrawing within 25 days of the first class of any semester for reasons approved by the college will receive tuition refunds for that semester as follows:

Within 7 days .....	75%
Within 15 days .....	50%
Within 25 days .....	25%
After 25 days .....	no refund

Students withdrawing within 15 calendar days of the first class day of any short term (autumn term or winter term) will receive tuition refunds for that term as follows:

Within 7 calendar days .....	50%
Within 15 calendar days .....	25%
After 15 days .....	no refund

Room charges for resident students are not refundable. Unused portion of meal tickets will be refunded on a pro-rata basis.

Revised charges for students withdrawing from college will be paid from the following sources in this order: 1) from payments made by the student or the student's parents; 2) from outside scholarships and loans, if any; 3) from Eckerd College loans and National Direct Student Loans, if any; 4) from Eckerd College financial aid, if any. Any Eckerd College aid not needed to cover revised charges will be removed from the student's account and not refunded.

Refunds of federal and state grants and loans are made in accordance with government regulations.

Whenever a student is required to withdraw because of unsatisfactory conduct, no refund will be made.

No refunds will be made to withdrawing students until the withdrawal process is completed.



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M.A., University of South Florida

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Ph.D., University of North Carolina

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M.A., Ph.D., University of Wyoming

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M.A., University of New Mexico  
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Litt.D., Wofford College

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D.Min., Vanderbilt University  
Ph.D., New York University

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M.F.A., Michigan State University

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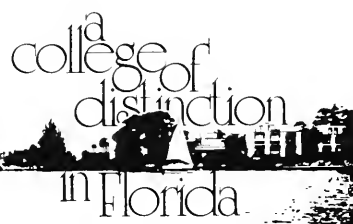
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*Wilt and Associates*  
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# CALENDAR OF EVENTS 1981-82

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## AUTUMN TERM

Fri., Aug. 14

Sat., Aug. 15

Mon., Aug. 31

Thur., Sept. 3

Fri., Sept. 4

Sat., Sept. 5

Freshmen arrive. Financial clearance and registration before 3:00 p.m.

Autumn term begins at 8:00 a.m.

Freshmen register for fall semester

Residence houses open at noon for new students for fall semester

Orientation for new students

End of autumn term. Residence houses open to returning upperclass students at noon

## FALL SEMESTER

Mon., Sept. 7

Registration and financial clearance for fall semester, returning and new students

Tues., Sept. 8

Fall semester begins at 8:00 a.m.

Wed., Sept. 16

Opening Convocation

Thur., Sept. 17

End of drop/add period for fall semester courses

Mon.-Wed., Nov. 9-11

Registration for winter term, preregistration for spring semester, all students

Thur.-Fri., Nov. 26-27

Thanksgiving holiday; no classes

Fri., Dec. 4

Last day to withdraw from fall semester courses with WP or WF, or change from audit to credit

Fri., Dec. 11

Last day of classes

Mon.-Fri., Dec. 14-18

Examination period

Sat., Dec. 19

Christmas recess begins. Residence houses close at noon

## WINTER TERM

Mon., Jan. 4

Residence houses reopen. Financial clearance for all students.

New student registration/orientation for winter term

Tues., Jan. 5

Winter term begins at 8:00 a.m. All projects meet

Wed., Jan. 6

Last day to enter winter term; end of drop/add period; last day to withdraw from winter term with WP or WF, or change from audit to credit

Thur.-Fri., Jan. 28-29

First comprehensive examination period

Fri., Jan. 29

Winter term ends at 4:30 p.m.

## SPRING SEMESTER

Mon., Feb. 1

New and returning students arrive. New student orientation.

Financial clearance and registration for spring semester, all students

Tues., Feb. 2

Spring semester begins at 8:00 a.m.

Thur., Feb. 11

End of drop/add period for spring semester courses

Sat., April 3

Spring recess begins. Residence houses close at noon

Tues., April 13

Residence houses reopen at 9:00 a.m.

Wed., April 14

Classes resume at 8:00 a.m.

Wed.-Thur., April 14-15

Second comprehensive examination period

Thur., April 22

Mentor conference and contracts for 1982-83

Thur.-Mon., April 22-26

Preregistration for fall semester 1982

Fri., May 7

Last day to withdraw from spring semester courses with WP or WF, or change from audit to credit

Fri., May 14

Last day of classes

Mon.-Fri., May 17-21

Examination period

Sun., May 23

Baccalaureate-Commencement

Mon., May 24

Residence houses close at noon

## SUMMER TERM

June 7-July 30

Summer Term

June 7-July 2

Session A

July 5-July 30

Session B

# CALENDAR OF EVENTS 1982-83

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## AUTUMN TERM

Fri., Aug. 13

Freshmen arrive. Financial clearance and registration before 3:00 p.m.

Sat., Aug. 14

Autumn term begins at 8:00 a.m.

Mon., Aug. 30

Freshmen register for fall semester

Thur., Sept. 2

Residence houses open at noon for new students for fall semester

Fri., Sept. 3

Orientation for new students

Sat., Sept. 4

End of autumn term. Residence houses open to returning upperclass students at noon

## FALL SEMESTER

Mon., Sept. 6

Registration and financial clearance for fall semester, returning and new students

Tues., Sept. 7

Fall semester begins at 8:00 a.m.

Wed., Sept. 15

Opening Convocation

Thur., Sept. 16

End of drop/add period for fall semester courses

Mon.-Wed., Nov. 8-10

Registration for winter term, preregistration for spring semester, all students

Thur.-Fri., Nov. 25-26

Thanksgiving holiday; no classes

Fri., Dec. 3

Last day to withdraw from fall semester courses with WP or WF, or change from audit to credit

Fri., Dec. 10

Last day of classes

Mon.-Fri., Dec. 13-17

Examination period

Sat., Dec. 20

Christmas recess begins. Residence houses close at noon

## WINTER TERM

Mon., Jan. 3

Residence houses reopen. Financial clearance for all students. New student registration/orientation for winter term

Tues., Jan. 4

Winter term begins at 8:00 a.m. All projects meet

Wed., Jan. 5

Last day to enter winter term; end of drop/add period; last day to withdraw from winter term with WP or WF, or change from audit to credit

Thur.-Fri., Jan. 27-28

First comprehensive examination period

Fri., Jan. 28

Winter term ends at 4:30 p.m.

## SPRING SEMESTER

Mon., Jan. 31

New and returning students arrive. New student orientation.

Financial clearance and registration for spring semester, all students

Tues., Feb. 1

Spring semester begins at 8:00 a.m.

Thur., Feb. 10

End of drop/add period for spring semester courses

Thur., Mar. 31

Spring recess begins. Residence houses close at noon

Mon., April 11

Residence houses reopen at 9:00 a.m.

Tues., April 12

Classes resume at 8:00 a.m.

Wed.-Thurs., Apr. 13-14

Second comprehensive examination period

Thur., April 21

Mentor conferences and contracts for 1983-84

Thur.-Mon., Apr. 21-25

Preregistration for fall semester 1983

Fri., May 6

Last day to withdraw from spring semester courses with WP or WF, or change from audit to credit

Fri., May 13

Last day of classes

Mon.-Fri., May 16-20

Examination period

Sun., May 22

Baccalaureate-Commencement

Mon., May 23

Residence houses close at noon

## SUMMER TERM

June 6-July 29

Summer Term

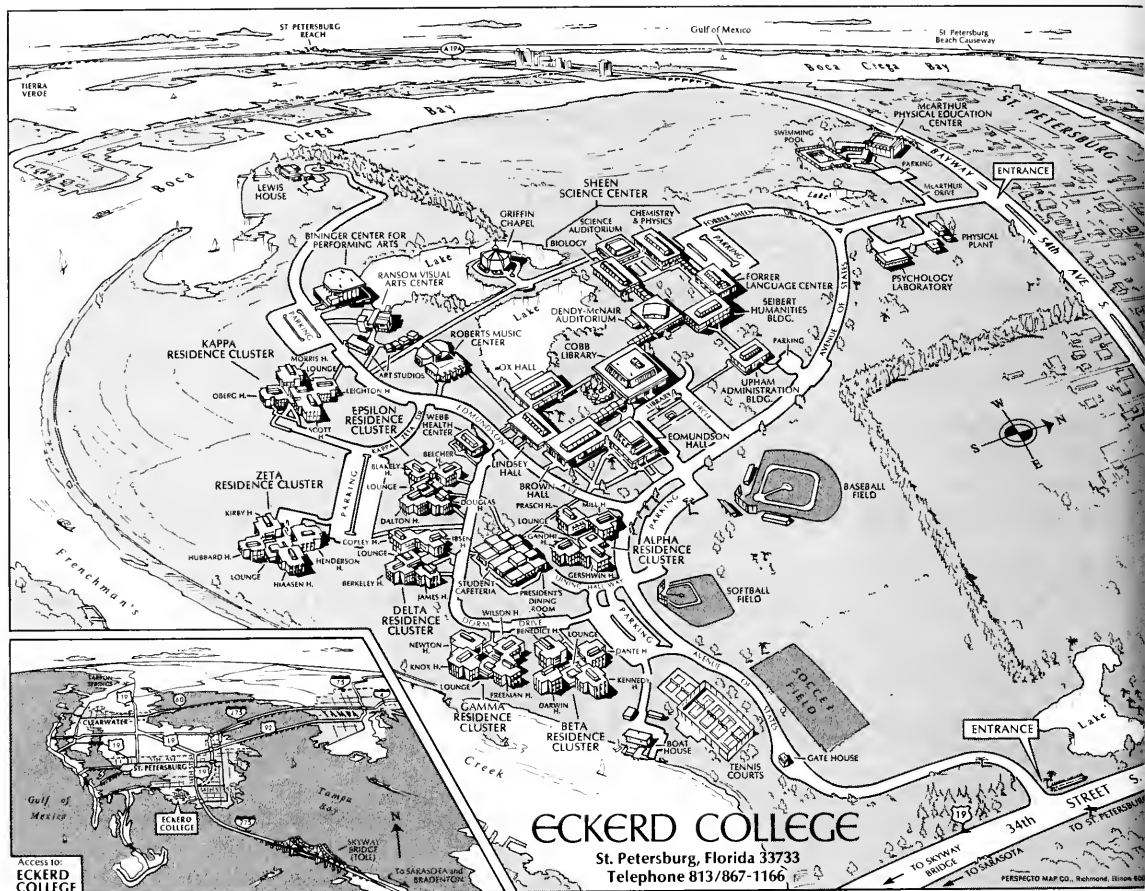
June 6-July 1

Session A

July 5-July 20

Session B





Only from a campus visit can you judge if the school and your expectations "fit."

Plan to take a campus tour, sit in on a class, visit with our professors and students, and take time to see the area.

Also, try to visit when classes are in session. Check the academic calendar before planning your visit. We ask only one thing of you: give us some advance notice of your arrival—a few days is fine. Call us or drop us a line—the Admissions staff will be happy to work with you.

The Admissions office is open from 8:30 a.m. to 5:00 p.m. on weekdays; from 9:00 a.m. to noon on Saturday; summer hours are weekdays 8:30 a.m. to 5:00 p.m.

For best results, please direct all correspondence prior to your acceptance to the Dean of Admissions.





## CORRESPONDENCE DIRECTORY

For prompt handling, please address inquiries as indicated below:

Academic Affairs .....	Dean of Faculty
Adult Programs .....	Dean of Special Programs
Admissions .....	Dean of Admissions
Alumni Relations .....	Director of Alumni Relations
Business Affairs .....	Vice President for Finance
Church Relations .....	Assistant to the President for Church Relations
Events at the College .....	Director of Public Relations
Financial Aid to Students .....	Director of Financial Aid
Financial Assistance to the College ..	Vice President for Development
Payment of Fees .....	Student Accounts
Student Housing .....	Director of Housing
Student Interests and Counseling .....	Dean of Students
Summer School .....	Dean of Summer School
Transcripts, Grades, and	
Academic Achievement .....	Registrar

Visitors are welcome to Eckerd College. The administration offices are open Monday through Friday from 8:30 to 5:00. Visitors desiring interviews with members of the staff are urged to make appointments in advance.

## ECKERD COLLEGE

6401-34th Street South • P.O.Box 12560 • St. Petersburg, Florida 33733

(813) 867-1166





ECKERD COLLEGE

ST. PETERSBURG, FLORIDA 33733